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ABSTRACT

The 1973-83 master plan for Maryland's community college system is presented under the following topics: (1) retrospect and prospect (community colleges in the nation and the State, the Open Door, and reasons for and objectives of the master plan), (2) students--a new breed (including enrollment, staffing, and institutional evaluation), (3) programs, (4) faculty and instructional practices, (5) physical facilities, (6) financing current operations, (7) guidelines for governance, (8) institutional profiles, and (9) recommendations--avenues for advancement. A listing of the members of the nine task force committees precedes the master plan. Relevant State policies and codes are appended, as are maps showing the location of present and planned community college campuses. Figures for enrollment and finances are presented in tables and graphs. (KM)

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Statewide Master Plan for Community Colleges in Maryland

1973-1983

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
STATE TREASURY BUILDING • ANNAPOLIS, MD. 21404

Maryland State Board for Community Colleges

State Treasury Building
Annapolis, Maryland 21404
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October 17, 1973

TO: The Honorable Marvin Mandel, Governor of Maryland
The Maryland General Assembly
The Maryland Council for Higher Education
The Department of State Planning
Community College Boards of Trustees

It is with great satisfaction and pleasure that the members of the State Board for Community Colleges present to you the first Statewide Master Plan for Community Colleges in Maryland. More than 250 distinguished citizens representing a broad variety of interests in Maryland contributed to the development of this document.

This Plan contains enrollment, program, facility, and financial projections for the continued growth and development of the Community Colleges in Maryland. These projections indicate that the colleges must continue to expand their services and accessibility to the citizens of Maryland. In completing this Plan, the State Board has considered the views of each constituency of the College Community: the opinions of all agencies at the local and State levels with roles to play relevant to Community Colleges, as well as the comments of professional consultants from outside Maryland who have assisted in the development of other state plans. Our basic objective has been to design an optimum framework within which our Community Colleges in Maryland — already impressive to the measure of their services — can maximize their full potential in the communities they serve.

In undertaking this endeavor, the Board also reexamined its charter of responsibilities as defined by the General Assembly from the standpoint of perspectives gained in our experience in providing leadership, coordination, and services to the Community Colleges over the past five years. The planning process has prompted several recommendations which would further define and clarify the role of the State Board.

This Master Plan is presented as a series of recommendations to move the colleges and Board forward within the tripartite system of higher education in Maryland. In lieu of the former collection of individual Community Colleges, this Plan provides a mechanism for a State system of Community Colleges within which each college may fulfill its unique mission for its community and provide a full measure of services to the State.

We respectfully invite your attention to this series of recommendations.

Sincerely yours,

Clifford K. Beck, Chairman

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

MASTER PLAN
FOR
COMMUNITY COLLEGES
IN
MARYLAND

1973-1983

Presented to

HIS EXCELLENCY, THE GOVERNOR

THE GENERAL ASSEMBLY

THE MARYLAND COUNCIL FOR HIGHER EDUCATION

THE DEPARTMENT OF STATE PLANNING
AND
THE COMMUNITY COLLEGE BOARDS OF TRUSTEES

of the

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October 1973

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FOREWORD

Formal development of this Master Plan began in February 1972, when the Associated Consultants in Education (ACE) were engaged to assist the Maryland State Board for Community Colleges in the preparation of a Master Plan Model. Funds for this project were made available by the Department of State Planning and the Maryland Council for Higher Education. In constructing the Model, the consultants worked closely with the State Board staff. They also met with the Maryland Council of Community College Presidents, representatives from the Department of State Planning, and the Maryland Council for Higher Education.

The Model, which was completed in June 1972, identified the major components of a comprehensive Master Plan and for each of these components:

- Defined the problem;
- Reviewed the ways in which other states have approached this problem area;
- Noted the situation as it existed in Maryland;
- Proposed strategies for resolution of the problem(s) in this State.

Development of the full Master Plan, initiated in September 1972, was based upon the organizational pattern and the recommendations included in the Model. Dr. Watson F. Pindell, President Emeritus of Prince George's Community College, was appointed Project Director for the Master Plan.

A decision was made at the outset to seek the widest possible sources of information and involvement in the planning process. In keeping with this approach, the State Board for Community Colleges established eight task forces, each chaired by a Community College president. Task force chairmen were responsible for determining the composition of their respective groups. Membership was drawn from Community College faculty and staffs, local boards of trustees, governmental bodies at the local, State, and national levels, other segments of education, interested citizens, and students. The task forces were requested to respond to a series of questions which grew out of the issues posed in the Model.

A calendar was established calling for the submission of task force reports on a sequential basis beginning in October 1972, and ending in May 1973. Each report was reviewed at least twice by a panel of consultants selected by the State Board staff. Following each review the State Board staff redrafted the original document for further analysis by a Statewide Ad Hoc Advisory Committee of twenty-four individuals representing the General Assembly; the Governor's office; local boards of trustees; the Maryland Council of Community College Presidents; the Maryland Council for Higher Education; the State Department of Education; local, State, and federal agencies; faculty; students; and the general public.

Recommendations of the Advisory Committee were incorporated in subsequent staff revisions prior to periodic reviews by the State Board for Community Colleges. The input of the State Board members was incorporated in a draft of the Plan which was presented to the local boards of trustees in May 1973.

The semi final draft of the Plan was prepared by the State Board staff and consultants in June 1973. This draft was analyzed in July by representatives from the Department of State Planning and the staff of the Maryland Council for Higher Education prior to its final consideration by the State Board for Community Colleges on July 18 and 19, 1973.

Freedom for input, analysis, and review was extended to all contributors who participated in the formulation of this Master Plan. Finally, however, the contents of the Master Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

This Master Plan will serve as a guide for the development of individual college plans. Data contained in the State plan and in each college plan will be updated annually. The State plan and the college plans will be completely revised every fifth year.

Alfred C. O'Connell
Executive Director
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I. RETROSPECT AND PROSPECT

Based upon the American principle of equality of opportunity, Community Colleges have as a primary objective, student accessibility to postsecondary education unencumbered by financial, social, academic, and geographic restraints. This "open door" educational philosophy is the hallmark of the Community College.

THE COMMUNITY COLLEGE IN AMERICA

Community Colleges emerged as a new approach to higher education in the twentieth century. Their original purpose was to provide the first two years of baccalaureate programs. More recently, emphasis has focused on occupational offerings at the associate degree and certificate levels as well as a wide range of community service activities. Community Colleges are student-oriented institutions, emphasizing instruction rather than research, coupled with strong supportive guidance and counseling.

Explosive growth in these institutions over the past two decades helped to bring higher education closer to every citizen. Be they working adults, housewives, high school dropouts who have matured, students with immediate career goals or those who hope eventually to earn a baccalaureate degree, the Community College responds. It is where adults upgrade an existing talent, acquire new job skills, and examine personal or community outlooks; where younger students can explore and prepare for potential careers. In meeting such diverse responsibilities, these open door colleges are recognized as a dynamic force in meeting society's trained manpower requirements, particularly at the mid-management and technician level in such fields as allied health, business, industry, commerce, and public service.

Education in the Community College is open and flexible; it is, therefore, not always formal, not always in classrooms, and not always for credit. People learn through different kinds of experiences. The Community College recognizes the validity of each learning style by providing appropriate and varied methods of instruction.

There is no single model for a Community College. Except for their common educational commitments, these colleges are as varied as the communities they serve. Those in urban settings are primarily seeking solutions to the social and economic problems that face their communities; those in the suburbs feel the pains of growth and exploding populations, just as do their communities; those in rural settings struggle with population decline and the transition from an agricultural economic base. Given these varied circumstances, Community College curricula, their facilities — even their relationships to local government — differ depending upon local needs. In the title "Community College", the concept of **community** is as important as the concept of college. The existence of more than 1,100 Community Colleges in this country today, enrolling more than 2,700,000 students, providing essential educational services, is abundant testimony to the worth and importance of the Community College movement.

THE COMMUNITY COLLEGE IN MARYLAND

Discussion of the community-junior college concept in Maryland first appeared in the 1931 Shriver Commission report which envisioned State-aided colleges "relieving the State University of some of the students in the freshman and sophomore years".[1] Prior to this Commission report, St. Mary's Female Seminary, a high school located in St. Mary's City, operated a public junior college division under special authorization beginning in 1927.[2] In

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[1] Pesci, Frank B. and Novak, Robert J., *Junior Colleges in Twenty States,* "Progress in Maryland", American Association of Junior Colleges, Washington, D.C., 1965, p. 18.

[2] *Ibid.*, p. 18.

1958, this institution discontinued its high school division and in 1967 the junior college officially became a four-year State college.

In 1935, the State Board of Education authorized the inclusion of junior college programs in two of the State Teachers Colleges — one at Frostburg and the other at Salisbury.[1] These two junior college programs and another instituted later at Towson State Teachers College were abandoned when the State Teachers Colleges became multi-purpose State Colleges.

Recognizing the need to make higher education accessible to veterans, the movement to establish locally controlled Community Colleges developed following World War II when a committee representing the heads of all colleges and universities in the State met with the State Superintendent of Schools. The committee recommended the establishment of additional two-year colleges to meet the burgeoning enrollment demands of that era. As a consequence of this recommendation, the State Board of Education in 1946 encouraged and approved the opening of Hagerstown and Montgomery Junior Colleges. In 1947, the Baltimore City school system opened the Baltimore Junior College, now called the Community College of Baltimore.[2]

From 1947 onward, a series of Statewide education commissions consistently supported the expansion of Maryland's Community College system. The Marbury Commission in 1947 judged that sixteen of Maryland's twenty-three counties could support a Community College. The report also suggested establishing three or four Community Colleges in Baltimore City.[3]

In 1955, the Governor's Commission to Study the Needs of Higher Education in Maryland (Pullen Commission) recommended the establishment of additional locally supported and locally controlled public Community Colleges.[4] Within a period of six years after publication of the Commission's report, the following eight public Community Colleges were established:

Catonsville Community College	1957
Essex Community College	1957
Frederick Community College	1957
Harford Community College	1957
Charles County Community College	1958
Prince George's Community College	1958
Allegany Community College	1961
Anne Arundel Community College	1961

In 1962, the Commission for the Expansion of Public Higher Education in Maryland (Curlett Commission) recommended continued expansion of Community Colleges across the State. The Commission identified additional locations having enrollment potential sufficient for the establishment of public Community Colleges. In 1965, Montgomery Junior College opened its Rockville campus. Cecil Community College accepted its first students in 1968.[5]

Legislation enacted in 1965 authorized the creation of regional Community Colleges, a new concept first introduced in earlier recommendations by the State Board of Education, when it advanced the possibility of establishing such an institution on the Eastern Shore.[6] Two years later Chesapeake College was established to serve Caroline, Kent, Queen Anne's, and Talbot Counties.[7]

In 1970, Howard County Community College had the distinction of being the first Community College in Maryland to begin operations on its own new campus. Prior to that date all of the Community Colleges began in temporary or shared facilities. The existing roster of sixteen Community Colleges was completed in 1972 with the opening of Garrett Community College in Garrett County and Dundalk Community College in Baltimore County. (See Map 1, p.4.)

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[1] "The Development of Public Community Colleges in Maryland", Maryland State Dept. of Education, Baltimore, Md., 1968, p. 1.

[2] *Ibid.*, p. 2.

[3] Marbury, William L., *Higher Education in Maryland*, Maryland Commission on Higher Education, American Council on Education, Washington, D.C., 1947, p. 270-271.

[4] "The Development of Public Community Colleges in Maryland", p. 2.

[5] *Ibid.*, p. 2.

[6] *Junior Colleges in Twenty States*, "Progress in Maryland", p. 21.

[7] "The Development of Public Community Colleges in Maryland", p. 3.

From the outset the State has shared in Community College operating costs, the first contribution being an outright grant of $10,000 for each institution. In 1949, the State's share was changed to provide $100 per full-time equivalent student. This figure increased periodically over the next twelve years to $175.

Through 1961 legislation, the State increased its share to $225 per full-time equivalent student effective with the 1963-64 academic year. Additional State aid was based upon the principle that the State, the local political subdivisions, and the students should share equally in the operating costs.[1]

From 1965 onward, the State gradually increased its contribution. Currently the State pays 50 percent of the operating cost based on a $1,400 maximum per full-time equivalent student, with the local subdivision responsible for 28 percent and the students 22 percent. Legislation was passed in 1973 to assist the very small institutions by increasing State aid to 55 percent of $2,000 per full-time equivalent student. For these institutions, the local share remains at 28 percent while the student share is reduced to 17 percent, thereby encouraging continued financial accessibility.

In 1961, the Maryland General Assembly for the first time enacted legislation to provide State funds for the construction of Community College campuses. The State's share was set at 50 percent of the total cost of the land, buildings, and equipment.[2] Regional Community Colleges are eligible for 75 percent State funding for capital projects. Since 1961, the General Assembly has authorized an aggregate of $93,000,000 for all Community College construction. The State's share has been matched by local appropriations.

Commitment to the principle of local control of Community Colleges in Maryland is historically strong. Prior to 1961, boards of education operated the Community Colleges on the general authority of local boards to conduct programs of adult or continuing education. In 1961, the General Assembly authorized the State Superintendent of Schools to approve formally the establishment of Community Colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective Community Colleges. Legislation in 1965 authorized the establishment of regional Community Colleges controlled by a board of trustees drawn from boards of education sponsoring the college.[3]

In 1968 the General Assembly:

- Provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action.[4] At the present time eleven of the Community Colleges are operating under separate boards of trustees.
- Approved a statute creating a State Board for Community Colleges as a coordinating agency, effective July 1, 1969.[5] (The full text of the Community College law, Article 77A of the Annotated Code of Maryland, is Appendix A of this Plan.)

THE OPEN DOOR

Policy pronouncements urging an open door philosophy of educational services by Community Colleges have come from influential groups at both national and State levels, as

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[1] "The Development of Public Community Colleges in Maryland", p. 3-4.

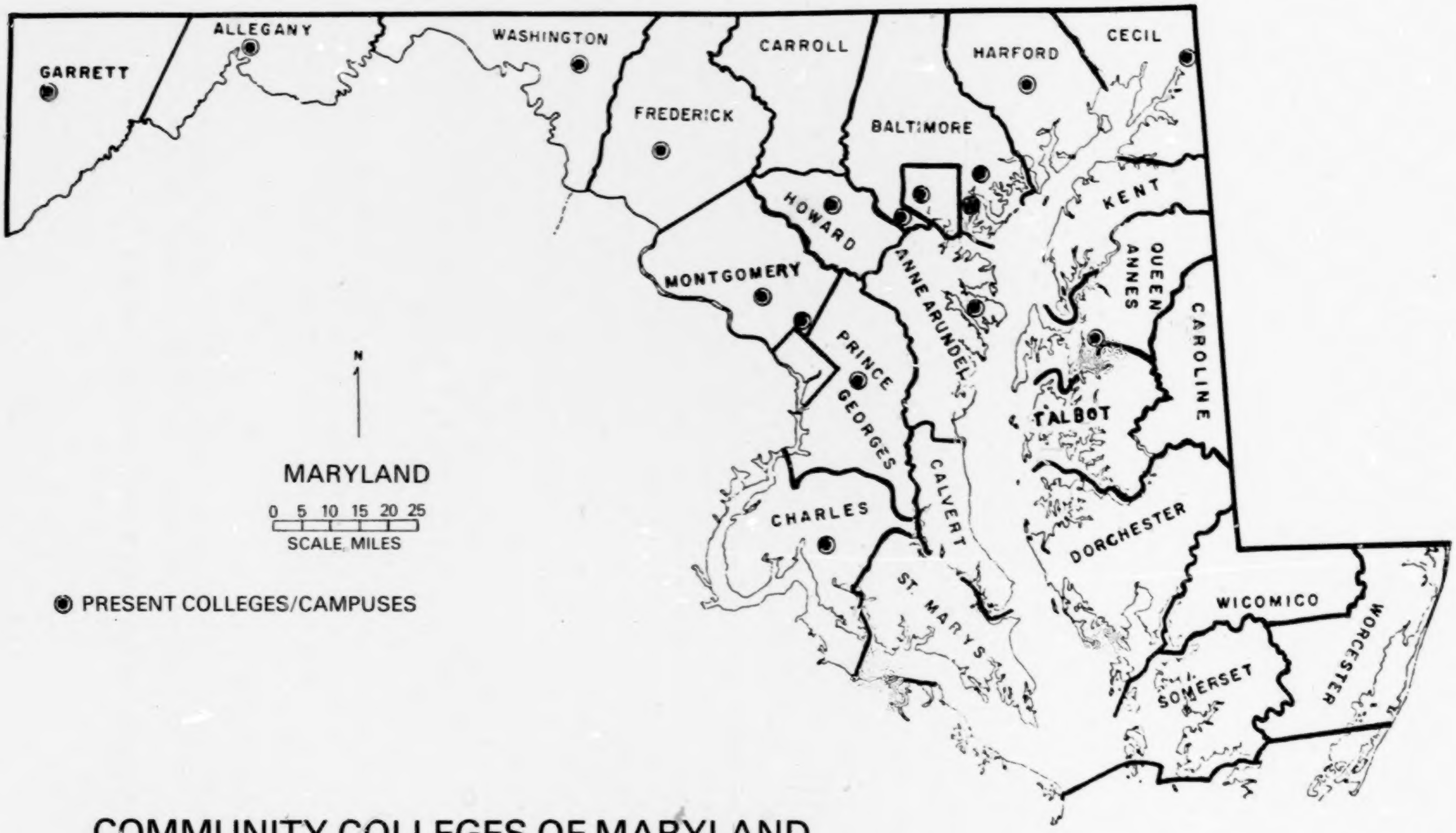
[2] *Ibid.*, p. 3-4.

[3] *Ibid.*, p. 5.

[4] *Ibid.*, p. 5.

[5] *Ibid.*, p. 5.

MAP 1


GARRETT
ALLEGANY
WASHINGTON
FREDERICK
CARROLL
BALTIMORE
HARFORD
CECIL
HOWARD
MONTGOMERY
ANNE ARUNDEL
PRINCE GEORGES
CHARLES
CALVERT
ST. MARYS
KENT
QUEEN ANNES
CAROLINE
TALBOT
DORCHESTER
WICOMICO
SOMERSET
WORCESTER
N
MARYLAND
0 5 10 15 20 25
SCALE, MILES
● PRESENT COLLEGES/CAMPUSES

COMMUNITY COLLEGES OF MARYLAND

a means of democratizing higher education. The Educational Policies Commission of the National Education Association recommended that the national goal of universal opportunity for education be extended to include at least two years beyond high school. In the words of the Commission:

> "Unless opportunity for education beyond the high school can be made available to all, while at the same time increasing the effectiveness of the elementary and secondary schools, then the American promise of individual dignity and freedom cannot be extended to all . . . In the future, the important question needs to be not 'who deserves to be admitted?' but 'whom can society in conscience and self-interest exclude?' ".[1]

The Maryland Council for Higher Education in its 1968 Master Plan recommended a similar commitment for Maryland:

> "The State has a responsibility to provide the opportunity for higher education to all students who can benefit from it. The responsibility is discharged when, within the State's ability to pay, the institutions of higher learning are accessible to the students, appropriate to their needs, and adequate for the training they desire . . .".[2]

Over the past twenty-five years Maryland, through its open door Community Colleges, has made great strides towards fulfilling its promise of universal post-high school educational opportunities. Sixteen Community Colleges were established; enrollment increased dramatically; program offerings became more comprehensive; adult citizens were reached through community service activities; the colleges maintained low tuition policies; progress was made in providing needed financial aid; minority group enrollment increased substantially. Maryland's Community Colleges indeed opened the doors of higher education to many students who otherwise would have lacked the opportunity.

Past efforts and accomplishments, however, represent only a beginning. In the decade ahead, Maryland's Community Colleges must reach people who still lack postsecondary educational opportunities. For example, Community Colleges will and should be expected to serve the needs of inner city citizens. Ways must be found to provide postsecondary educational opportunities for people in rural areas in the State where financial support for Community Colleges is a difficult local burden. Increased emphasis must be placed on expanding financial aid to needy students. Program options to train individuals apart from the associate degree curricula must be expanded. Work toward these goals and others will be required if Maryland's Community Colleges are to continue fulfilling their promise and responsibility as open door colleges.

WHY A MASTER PLAN?

The State Board for Community Colleges recognizes that it must either plan for the future or be controlled by it. The Board's imperative for leadership requires that it choose the planning course. The primary purpose of this Master Plan, therefore, is to define the Community College role within Maryland's tripartite structure of higher education, to establish priorities and to recommend policies.

This Plan:

- Serves as a guide and a resource to the individual institutions in the preparation of their respective master plans. Within the context of this Plan, each Community College should develop a clear statement of its goals, design programs and services consistent with those goals, and devise methods to evaluate their success.

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[1] *Universal Opportunity for Education Beyond High School*, Educational Policies Commission, National Education Assn., Washington, D.C., 1958, p. 5.

[2] *Master Plan for Higher Education in Maryland: Phase One*, Maryland Council for Higher Education, Baltimore, Md., 1968, p. 3-19.

- Responds to the requirements established by State and federal agencies. In preparing it, the State Board meets in part its statutory responsibility to assist the Maryland Council for Higher Education to develop an overall plan for higher education in this State.
- Provides a basis for long-range facilities development in conformance with regulations established by the Maryland Department of State Planning and the Board of Public Works.
- Anticipates efforts necessary to meet the planning component of Title X of the Higher Education Amendments of 1972.

As in the past, growth and change over the next decade will bring about different demands on higher education by society. Even now, need for new strategies is evident to deal with the press of emerging issues: changing student populations, including an increase in minority representation; new directions in federal aid; potential alterations in faculty-board relationships; new requirements of trained manpower.

If this Master Plan is to consider existing issues and others yet to emerge, it must be kept vital and changing. A plan is a guide and not a contract. The directions to which it points are based on concepts and information which are reality today but which may well be altered tomorrow. The State Board for Community Colleges, therefore, will update the Master Plan annually.

OBJECTIVES OF THE MASTER PLAN

To assist in establishing a sense of direction for the State Board for Community Colleges and the local Community Colleges in Maryland, this Plan has the following objectives:

1. To clarify the role of the Community College and delineate its responsibilities in postsecondary education;
2. To improve planning and program coordination with all other educational institutions in the State, within the statutory limits of the State Board for Community Colleges;
3. To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland's Community Colleges within the limits of available resources;
4. To project enrollments as the basis for program, budget, and facilities planning;
5. To expand the range and levels of occupational programs;
6. To encourage the establishment of published institutional policies dealing with the employment, workload, evaluation, and retention of professional personnel in Community Colleges;
7. To encourage innovation in instructional techniques to improve the educational process;
8. To clarify the roles of the local governing boards, the State Board for Community Colleges, and the Maryland Council for Higher Education;
9. To identify geographic areas not currently served by a Community College and to make recommendations for providing service;
10. To determine the minimum enrollment base necessary for establishing new Community Colleges;
11. To assess the current facilities guidelines;
12. To identify factors to be considered in a priority ranking system for capital projects;
13. To estimate the annual and long-range capital and operating costs necessary to support the Community College educational mission;
14. To propose a more appropriate funding formula for State aid to Community Colleges.

II. STUDENTS: A NEW BREED

The wide range of higher educational opportunities existing in Maryland attracts students from many different backgrounds. Perhaps the most diverse student body in any group of institutions of higher education in Maryland is enrolled in the sixteen public Community Colleges. The open door concept and the comprehensive nature of the programs available are partially responsible for the broad spectrum of student characteristics. Equally significant is the awareness on the part of many individuals — both young and old — that education is a continuing process. This realization is reflected in the increasing proportion of part-time and older students attending Community Colleges.

ENROLLMENT

Throughout the decade of the 1960's, Community Colleges nationally were recognized as the fastest growing segment of higher education. In Maryland growth occurred even more rapidly than over the nation in general.

The figures in Table 1 indicate that total enrollment in Maryland's public Community Colleges increased from 4,604 in 1960 to 52,264 in 1972, an increase of 1035 percent. This rate of growth exceeded public Community College growth nationally during the same period when total enrollment increased from 566,224 in 1960 to 2,729,685 in 1972, an increase of 375 percent.[1]

Maryland Community Colleges today serve more part-time than full-time enrollees. In 1960, out of a total enrollment of 4,604, full-time enrollment exceeded part-time enrollment by 118 students. Full-time enrollment continued to exceed part-time enrollment until 1971 when, for the first time, part-time enrollment outnumbered full-time enrollment. By 1972, part-time students accounted for 55 percent of the total enrollment in Maryland's Community Colleges. While there was during the past four years an increase in absolute numbers, both full- and part-time, the rate of increase in the two groups has been declining. The rate of decline among the full-time students has been much more rapid than for the part-time group. Graph 1 illustrates the enrollment totals summarized in Table 1.

Table 1
ENROLLMENT, MARYLAND PUBLIC COMMUNITY COLLEGES
1960-1972

Year	Full-time	Percent Increase	Part-time	Percent Increase	Full-time Equivalent	Total	Percent Increase
1960	2,361	11.7	2,243	.8	3,109	4,604	5.5
1961	3,436	45.5	3,140	39.9	4,483	6,576	42.8
1962	3,965	15.4	3,926	25.0	5,274	7,891	20.0
1963	4,596	15.9	4,441	13.1	6,076	9,037	14.5
1964	6,185	34.5	4,779	7.6	7,778	10,964	21.3
1965	9,788	58.2	5,819	21.7	11,728	15,607	42.3
1966	10,244	4.6	6,595	11.9	12,442	16,839	7.8
1967	11,951	16.6	8,323	26.2	14,725	20,274	20.4
1968	14,736	23.3	11,401	36.9	18,536	26,137	28.9
1969	19,103	29.6	15,995	40.2	24,435	35,098	39.2
1970	21,633	13.2	20,778	29.9	28,859	42,411	20.8
1971	23,163	7.1	24,508	17.9	31,332	47,671	12.4
1972	23,301	.6	28,963	18.2	32,955	52,264	9.6

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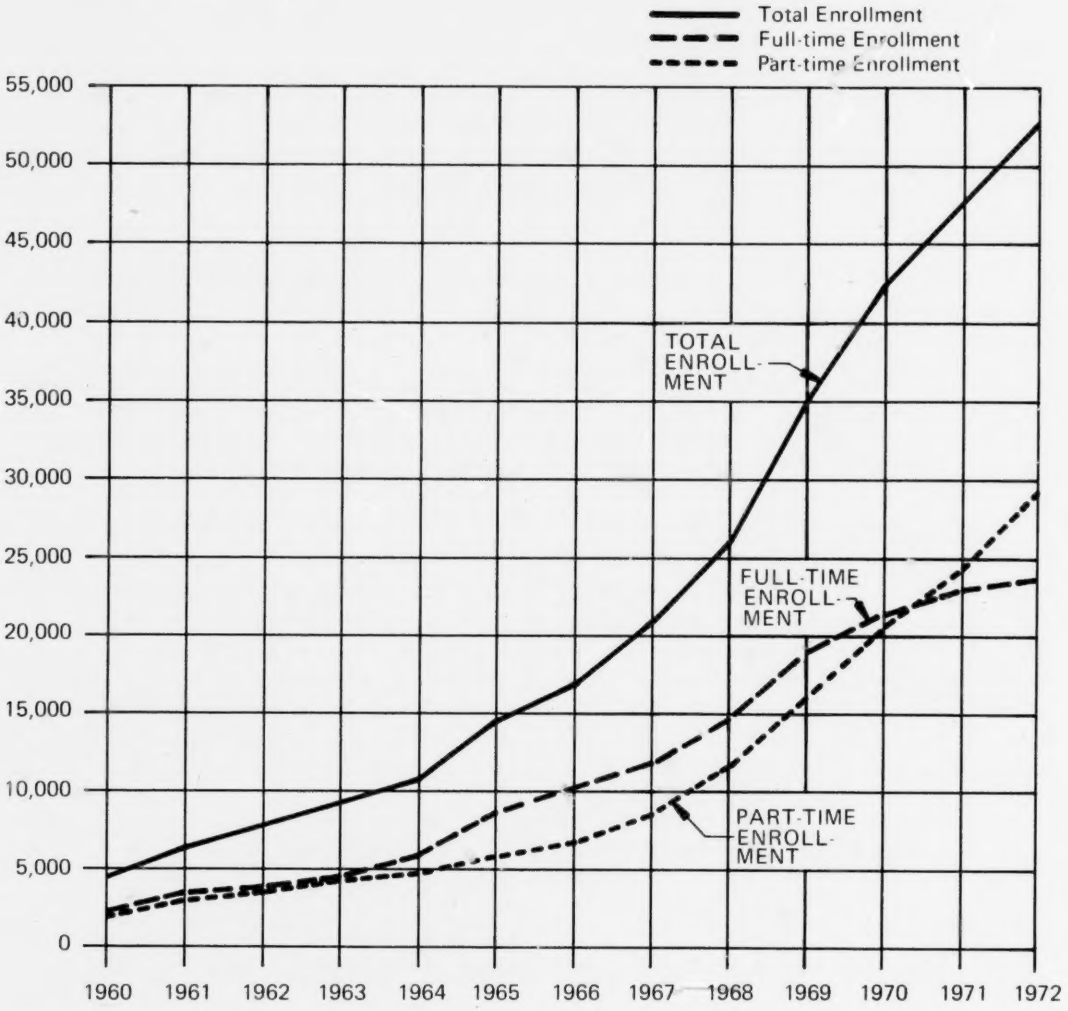
[1] *1973 Community-Junior College Directory*, American Assn. of Junior Colleges, Washington, D.C., p. 91.

Graph 1
MARYLAND PUBLIC COMMUNITY COLLEGE ENROLLMENT
FALL 1960-1972



ENROLLMENT PROJECTIONS

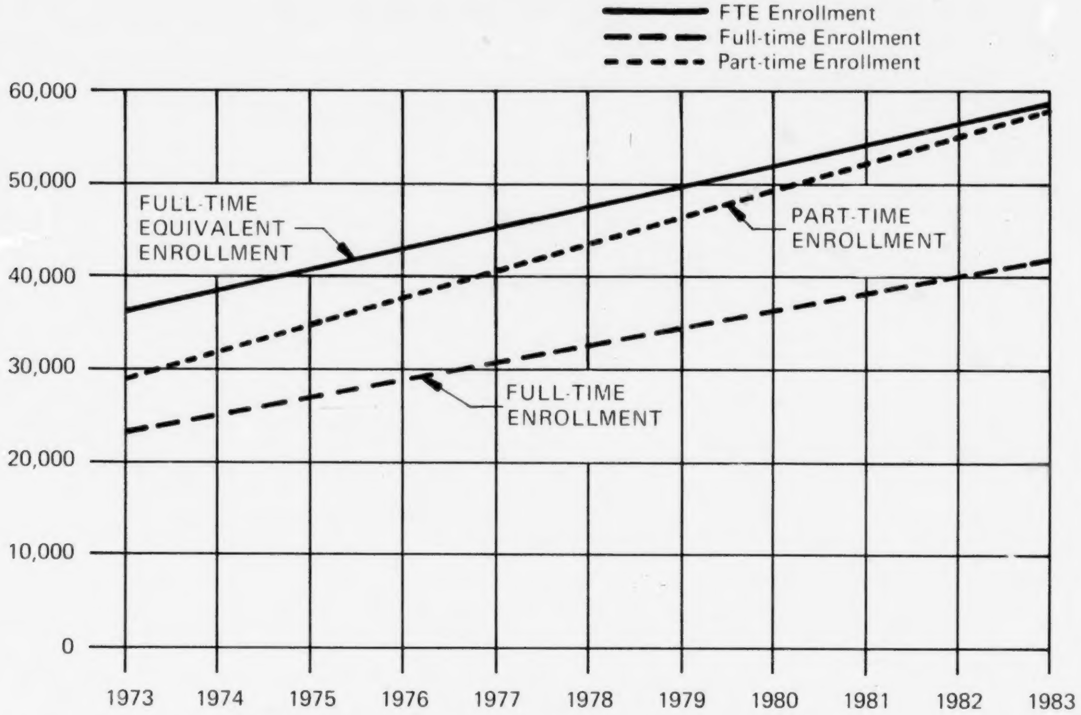
The Maryland Council for Higher Education in coordination with the State Board for Community Colleges is charged with preparing enrollment projections for Maryland's Community Colleges as a basis for financial and facilities planning. Linear enrollment projections prepared by the State Board for Community Colleges are contained in Graph 2. Projected programs and the supporting services required to serve the diverse student population are also based on these extrapolations.

Graph 2 shows that part-time enrollment will increase from 28,963 to 57,649 while full-time enrollment will increase from 23,301 to 41,753 in 1983. The total enrollment will increase to 99,402 (the sum of 41,753 and 57,649) as compared to a current total enrollment of 52,264. From 1973 to 1983, the full-time equivalent enrollment is expected to increase from 35,600 to 58,726.

Graph 2

MARYLAND PUBLIC COMMUNITY COLLEGE ENROLLMENT PROJECTIONS [a]

1973-1983



[a] Projected individual college enrollments are included in Chapter VIII.

The model for these projections utilized such factors as: actual or projected births, high school enrollment, high school graduates, migration patterns, and college enrollment and survival rates. These projections, which will be updated annually, assume that Community Colleges will continue to operate on an open door admissions policy.

As noted in Table 1, the rate of enrollment growth has been declining, especially for full-time students. This trend is consistent with national Community College enrollment patterns. Projections shown in Graph 2, therefore, are considerably lower than those made in earlier years and indicate an annual increase in overall full-time equivalent enrollment of approximately 5 percent. It should be noted, however, that if the projections are borne out, Community Colleges must plan to accommodate approximately 65 percent more full-time equivalent students than are now attending these institutions.

STUDENT CHARACTERISTICS

A survey of the sixteen Maryland Community Colleges conducted in May 1973 (Table 2, Enrollment, Fall 1972) revealed the wide variety of students attracted to these institutions. There really is no "typical" student among those enrolled full-time or those attending on a part-time basis. They differ widely on any trait that can be chosen. Students ranged in age from 16 to over 60 with the median age 22. This means that half of the students in the Community Colleges of Maryland are beyond the age normally associated with graduation from a four-year college. It is significant to note that approximately 10,400 students or 20 percent were 30 years of age or older while 7 percent were 40 years and older. Table 2 indicates that 33 percent were married; veterans accounted for 14 percent of the total enrollment; while approximately 42 percent were employed full-time. In addition, 9 percent of the students had previously enrolled, then dropped out for a semester or more, and had now returned to college.

The same survey revealed that a total of 3,187 students transferred into the Community College system after beginning their education in a four-year college or university. This total is especially significant for two reasons:

- It represents another and generally unrecognized Community College service;
- The "in transfer" group approximates the total of those who transferred from two-year to four-year colleges in the same period of time.

Table 2
MARYLAND PUBLIC COMMUNITY COLLEGE STUDENT CHARACTERISTICS ENROLLMENT, FALL 1972

Student distribution by age:

Under 17 – 39
17 – 1,745
18 – 5,523
19 – 8,119

20 – 5,863
21 – 4,356
22-29 – 13,362
30-39 – 6,491

40-49 – 2,872
50-59 – 966
Over 60 – 170

Median age: 22

Number of married students: 17,120 (33 percent)

Number of veterans: 7,497 (14 percent)

Employment status:

Number students employed full-time: 21,975 (42 percent)
Number students employed in jobs related to college program of studies: 5,326 (10 percent)

Financial status:

Total number of grants (EOG) and LEEP: 544 (1 percent)
Total number of scholarships granted: 2,558 (5 percent)
Total number of loans granted: 2,359 (5 percent)
Total number of students on work-study: 1,441 (3 percent)

In-and-outers. Number of students enrolled who were previously enrolled at a Maryland Community College who have not attended for one semester or more: 4,670 (9 percent)

Number of students who transferred from four-year colleges and universities into a Maryland Community College in September 1972: 3,187 (6 percent)

Table 3 indicates that in 1972, minority students accounted for 15 percent of the total Community College enrollment. Black students comprised 13.6 percent of the total enrollment, an increase of 3.7 percent over the previous three years. A resolution adopted by the State Board for Community Colleges on October 7, 1970, providing for equal educational opportunities to all regardless of race, religion, sex, or national origin encourages minority enrollment.[1] Since Blacks constitute 18 percent of the State population, further increases in these proportions are to be expected.[2]

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[1] See Appendix B.
[2] 1970 Census.

Table 3
MARYLAND PUBLIC COMMUNITY COLLEGES ENROLLMENT BY RACE, FALL 1972

White		Black		American Indian		Oriental		Spanish Surname		TOTAL	
F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
20,310	24,213	2,660	4,460	41	60	181	137	109	93	23,301	28,963
85.2%		13.6%		.2%		.6%		.4%		100%	

F-T – Full-time
P-T – Part-time

Table 4 summarizes the distribution of male and female enrollment in the Maryland Community Colleges. In 1972, women students composed 45 percent of the total enrollment. In 1970, women accounted for only 38 percent of the total enrollment. While in 1970 only one college had a majority of women students, in 1972 four campuses had more women than men. It should be noted that the 45 percent enrollment of women still falls short of the State's overall proportion of 51 percent women.

Table 4
MARYLAND PUBLIC COMMUNITY COLLEGES ENROLLMENT BY SEX, FALL 1972

Full-time		Part-time		Total Male	Total Female	Total Enrollment
Male	Female	Male	Female			
13,739	9,562	14,630	14,333	28,369	23,895	52,264

Although aptitude and achievement tests are not required as a condition of Community College admission, the majority of full-time entering freshmen are tested in these areas for purposes of academic placement and counseling. Data generated from the American College Testing Company from the test batteries administered at fourteen of the sixteen colleges in 1972 indicated that Maryland's entering full-time freshmen approximate the National American College Test mean scores for Community College students.[1]

STUDENT SERVICES

As an ever-increasing number of citizens seek admission to Community Colleges with the hope that such institutions will prepare them for useful and productive lives, it is imperative that Community Colleges strive to meet these expectations and provide the kind and quality of educational experiences appropriate to their circumstances. Students vary in age, socio-economic background, aspirations, aptitudes, financial resources, educational preparation, and interests. Community Colleges are finding among their students increasing numbers of veterans, minority students, housewives, and older citizens. Many are first generation college students, and more come from the lower ability and lower socio-economic levels than is generally true of their four-year college counterparts. Each of these student groups requires diverse student services. These services include admissions; orientation; counseling, advisement, and registration; testing; student activities; health services; and placement.

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[1] *Class Profile Report*, The American College Testing Program, King of Prussia, Pa., 1972.

Admission:

Admission to Community Colleges is open to:

- All high school graduates;
- Holders of high school equivalency certificates;
- All adults (18 years of age or older) who desire a post-high school educational experience.

Students are admitted to the institutions although not necessarily to a specific program. Community Colleges may also serve high school students in cooperation with policies established by local public school systems.

The admissions process provides valuable feedback about the characteristics of the student body, especially its socio-economic makeup and occupational needs. Thus, admissions personnel can assist the college in determining appropriate educational programs for its constituency.

Community Colleges are established to serve commuting students. It is the State's policy not to provide college-owned housing. As part of the admissions process therefore, students should be informed if the college provides assistance in locating housing.

Financial Aid:

Maryland's Community College tuition averages $325 annually. Thus, the colleges meet the criteria established by the College Entrance Examination Board for low-cost institutions; that is, tuition and fees of less than $400 annually.[1] However, the $325 tuition along with the several fees charged by institutions is still a financial barrier to college for many citizens. In an attempt to remove this barrier, Maryland's Community Colleges initiated extensive student financial aid programs.

Financial aid is limited almost exclusively to full-time students. During the five-year period of 1966 through 1970 the total amount of student financial aid administered by the Community Colleges increased from $72,123 to $1,616,369, an increase of over 2100 percent, while full-time enrollment increased by only 89.5 percent. Clearly then, increases in financial aid have greatly surpassed increases in full-time enrollment. (See Table 5.)

Over the same five-year period the percentages of funds received from federal, State, and local sources underwent significant changes. The percentage of assistance from federal sources increased from 10 percent to 56 percent, the percentage of assistance from local sources decreased from 77 percent to 38 percent, and the percentage of assistance from State sources decreased from 13 percent to 6 percent. Although all these sources showed absolute dollar increases, it is apparent that the federal role is becoming predominant.[2]

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[1] Willingham, Warren W., *Free-Access Higher Education* (New York: College Entrance Examination Board, 1970), pp. 13-18.

[2] Johnson, Brent M., *Financial Aid Programs, Operations: Resources, Needs and Projections in Maryland Community Colleges*, Md. State Board for Community Colleges, Annapolis, Md., October 1972, Appendix B, Table 14, p. 108.

Table 5
MARYLAND PUBLIC COMMUNITY COLLEGE FINANCIAL AID SUMMARY

Financial Aid Programs	1970		1969		1968		1967		1966	
	#	$	#	$	#	$	#	$	#	$
Scholarships & Grants in Aid										
Education Opportunity Grants	555	161,296	337	91,841	166	33,562	104	23,200	2	600
Nursing Student Scholarships	167	59,242	49	18,455	15	1,950	—	—	—	—
House of Delegates Scholarships	34	9,035	11	2,700	2	492	—	—	—	—
General State Scholarships	61	18,930	65	17,728	38	6,912	9	2,675	2	425
Senatorial Scholarships	137	32,725	69	12,550	2	500	4	600	—	—
Other	2249	314,785	2079	268,538	1336	157,091	433	57,800	189	33,857
Total	3203	$ 596,013	2610	$411,812	1559	$200,507	550	$ 84,275	193	$34,882
Loans										
Md. Higher Education Loan Corp.	59	33,987	31	28,212	27	25,766	11	14,733	—	—
NDEA	611	184,061	385	87,974	249	57,686	84	17,125	44	8,790
Other	488	125,281	213	43,674	63	10,685	23	4,000	2	900
Total	1158	$ 343,329	629	$159,860	339	$ 94,137	118	$ 35,858	46	$ 9,690
Employment										
College Work-Study Program	1177	494,065	720	267,489	479	161,411	223	69,788	27	5,573
Other	484	182,962	400	108,114	329	94,967	191	47,271	99	21,978
Total	1661	$ 677,027	1120	$375,603	808	$256,378	414	$117,059	126	$27,551
Grand Total	6022	$1,616,369	4359	$947,275	2706	$551,022	1082	$237,192	365	$72,123
Average Scholarships & Grants in Aid		$186		$158		$129		$153		$181
Average Loans		$296		$254		$278		$304		$211
Average Employment Compensation		$408		$335		$317		$283		$219
Percent of Aid by Category										
Scholarships & Grants in Aid		37%		44%		36%		36%		48%
Loans		21%		17%		17%		15%		13%
Employment		42%		39%		47%		49%		39%
Percent of Aid by Source										
Federal		56%		49%		46%		46%		10%
State		6%		6%		6%		8%		13%
Local		38%		45%		48%		46%		77%

State financial aid to students has not increased significantly over the five-year period. Community College students in 1970, received $60,690 from the Maryland Scholarship System, or only 1.1 percent of the total $5,200,000 awarded. In addition, in 1970 Community College students received $33,987 in Maryland Higher Education Loan Corporation funds, or less than 1 percent of the [illegible] loan total of $4,000,000.[1] In view of these facts, it is recommended that Community College students be given the same consideration in the allocation of State scholarship and loan funds as that extended to students attending four-year institutions.

Table 6 indicates in columns 2 and 3 that Community Colleges serve more students from higher income families than proportionately exist in the State and serve proportionately fewer students from lower income families.[2]

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[1] *Financial Aid Programs, Operations: Resources, Needs and Projections in Maryland Community Colleges*, p. 77.

[2] *Ibid.*, Appendix C, Table 14, p. 123.

Table 6
COMPARISON OF HOUSEHOLD INCOME DISTRIBUTION OF COMMUNITY COLLEGE STUDENTS RECEIVING FINANCIAL ASSISTANCE; COMMUNITY COLLEGE STUDENTS ENROLLED FULL-TIME; AND RESIDENTS OF POLITICAL SUBDIVISIONS SERVED BY COLLEGE STATEWIDE
COMMUNITY COLLEGE SUMMARY
1970-1971

Household Income Levels	Household Income/Percent Distribution of Unduplicated Community College Students Receiving Assistance 1970 - 1971a/	Estimated Household Income/Percent Community College Students Enrolled Full-Time 1970 - 1971b*/	Estimated Household Income/Percent Distribution In State 1970c/
$0 - 2999	503 16.6%	982 5.0%	148118 12.5%
$3000 - 5999	742 24.5%	1762 9.1%	224079 18.8%
$6000 - 7499	616 20.3%	2904 15.0%	158332 13.3%
$7500 - 8999	590 19.5%	3454 17.8%	149147 12.5%
$9000 - 11999	433 14.3%	4615 23.8%	185852 15.6%
Over $12000	149 4.8%	5697 29.3%	324288 27.3%
Total	3032 100%	19414 100%	1189816 100%

Notes a/ Survey of Student Financial Aid Program Operations and Resources in Maryland Community Colleges, Brent M. Johnson, June 1971.
b/ Institutional Application to Participate in Federal Student Financial Aid Programs. United States Office of Education Form 1184, 11/70.
*Catonsville and Frederick Community Colleges not included.
c/ Market Statistics, Inc., New York, N.Y., December, 1971.

If the open door admissions program is to be a meaningful reality, Community Colleges should increase their efforts to make their programs more accessible to students from low income families by improving their financial aid programs. Wherever possible, the financial aid office should assist the transfer student in securing financial aid information from the four-year college he plans to attend.

Orientation:

Orientation should be provided to all students at the time of their initial entrance to the college. Orientation (1) familiarizes the student with the physical and social environment of the campus, (2) presents the educational opportunities and services afforded every student, (3) interprets the institutional purposes as they relate to each student and the community served by the institution, and (4) introduces the new student to faculty members, fellow students, and program resources.

Counseling, Advisement, and Registration:

The counseling function is a prime responsibility of all segments of the Community College, especially the student services staff. While this function is widely shared, professional counselors provide special help to the student. The counselor assists the student in an interpretation of placement and other test scores and the planning of goals, curriculum, and his registration for initial courses. Counselors should be available throughout the student's college experience for continuing advisement, group counseling, individual counseling (personal/social), questions about transfer to another institution, job placement, graduation, or any other concern of the student.

Testing:

A comprehensive assessment program is basic to all of the services offered to the student at the beginning of his college experience. Testing programs may include a comprehensive admissions placement and educational-vocational testing battery with diagnostic services. Current practice provides these services predominantly for full-time students. More attention should be given to part-time students.

Admissions-placement tests are given to guide and place a student in a program that will help him reach his potential rather than for purposes of admission to the college. Such a program is justified by the institutional concern for the student as a person with interests and aptitudes to be developed, vocational and educational goals to be achieved, intellectual needs to be satisfied, and deficiencies to be assessed and corrected.

Student Activities:

Student activities provide opportunities for out-of-class learning and development of students. The involvement of students in leadership experiences, governance of the college, creative activities, social, cultural, and recreational events not only supplements the formal instructional program of the college, but also represents another aspect of a total college experience. Currently student activity programs are generally developed to serve full-time students rather than those enrolled part-time. Efforts should be made to correct this imbalance.

Health Services:

Health service is concerned with preventive and educational health programs for the optimal physical and emotional health of each student. These services should also provide for the prompt identification of emergencies, immediate care for accident victims, and recognition of acute physical or emotional illness. There is some evidence that the Community Colleges in providing health services to students are duplicating resources already existing and available in the community. The college health services, therefore, should work as closely as possible with existing systems of health care to avoid duplication of services and related resources provided by other public agencies.

Placement:

The placement function includes both job and educational placement. Many students must work part-time while in school and most students need assistance when seeking full-time employment or transferring to a four-year college upon completion of their Community College programs. Development and maintenance of contacts in the business community through the placement office will help produce job information about openings, assist college departments in the development of co-op programs, and encourage on-campus recruiting by employers. These considerations coupled with the growing emphasis on occupational education require expanded support and attention to the job placement service. Consistent with the transfer policies established by the Maryland Council for Higher Education, each Community College has designated a transfer specialist to maintain constant liaison with baccalaureate institutions to assist students in the transfer process.

STAFFING

Student services are provided to individual students. Thus, the workload is a function of the total number of students enrolled rather than the number of full-time equivalent students. Institutional staffing patterns, therefore, should reflect commitment to serve both full-time and part-time students equitably.

Staffing for student services requires different levels of professional preparation and specialization. Most institutions use student assistants funded through the Federal College Work Study Program to augment paraprofessional and clerical staffing. Although recommended staffing formulae, which project staffing by function (for example, admissions, financial aid, counseling, etc.), may become prescriptive and hinder organizational creativity, general staffing guidelines are needed at each institution to insure adequate support for implementation of the student services which have been described. In multi-campus districts staffing formulae should apply to each campus.

Essential student services functions reflect relatively higher per student costs in smaller institutions while in larger institutions an economy of scale tends to decrease per student costs. Expenditures for student services in Community Colleges in Maryland in 1972 averaged 10.6 percent of the total operating budget, ranging from a low of 5.0 percent to a high of 19.7 percent.[1] In order to provide appropriate supporting services to students, it is recommended that the colleges move toward the expenditure of between 9 percent and 14 percent of the operating budget for student services.[2] The current wide disparity in the reported expenditures for student services results in part from a lack of uniform reporting procedures. To insure comparability in determining objects of expenditure, it is further recommended that the definitions for the Uniform System of Accounting utilized by the Community Colleges be consistent and uniformly applied by all colleges in the area of student services.

INSTITUTIONAL EVALUATION AND FOLLOW-UP

The tremendous growth in Community College enrollment has prompted measurement of educational success in quantitative terms. While size is one measure of success, it is more important that a Community College be measured by the performance of its students after leaving the institution. In order to accomplish this, many Community Colleges established offices of Institutional Research to conduct the evaluative self-studies. Institutional researchers implement, coordinate, and complete research projects. Researchers are also responsible for assisting in interpreting data and in formulating recommendations for faculty and administrators.

Essential concerns of the office of Institutional Research include: description, analysis, and evaluation of students; evaluation of the College's educational program; description of socio-economic and demographic factors of the community; follow-up of former students, including those who do not complete a program; determination of the effect of the College's programs upon its community. Institutional self-evaluation and follow-up studies are among the most important functions of a Community College. Accordingly, each college should allocate funds to insure that these specific purposes are accomplished.

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[1] See Appendix C.

[2] These figures are only slightly different from the American Association of Community and Junior Colleges estimates of 10 percent to 13 percent as the average expenditure of college operating budgets for student personnel services.

III. PROGRAMS

Originally the purpose of Community Colleges in Maryland, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, they have progressively become more comprehensive in the scope of their offerings. Maryland's "Community College Law" of 1961 identified occupational education as one of the major Community College responsibilities. These programs, however, were not widely available until the latter part of the decade. Community service courses and activities, the third major component of a comprehensive Community College, are also a relatively recent development in Maryland and have not yet been recognized specifically in the statutes.

Open door admissions is a cornerstone of the Community College. This open door admissions policy must be accompanied by a wide range of educational opportunities if the broad spectrum of student interest and capabilities is to be served. Comprehensiveness of program offerings, therefore, is one of the most significant indices in measuring an institution's commitment to the open door philosophy. After a modest beginning, Maryland's Community Colleges are now making notable progress in fulfilling their role as comprehensive institutions.

PROGRAM DEFINITION

The Maryland Council for Higher Education defines a program as "a series of courses or other educational activities leading to a degree or certificate." Within this context, Maryland's Community Colleges offer two types of programs — transfer and occupational.

Transfer Programs:

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution with full credit for courses completed at the Community College. In Maryland these programs parallel the first two years of undergraduate study primarily in the liberal arts and sciences, business, engineering, and education. In 1972, transfer students accounted for 62 percent of the total enrollment in Maryland's Community Colleges.[1] Currently, some 3,500 students transfer annually to public institutions within the State. It is projected that by 1978, as many as 6,000 Community College transfer students may be seeking admission to public four-year institutions.[2] The large number of students who transfer to baccalaureate programs is convincing evidence that Community Colleges have a vital stake in their adequate preparation. It is recommended that high quality transfer programs continue to be a significant Community College responsibility. Community Colleges should evaluate their programs and instruction in the light of the performance of their graduates at upper division institutions.

Implicit in the concept of a coordinated tripartite system of higher education is the obligation of the State to guarantee graduates of a Community College admission to a public four-year institution in a parallel program. It is, therefore, recommended that qualified graduates of Community Colleges be guaranteed admission to public four-year institutions.

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[1] See Appendix C.

[2] *Years of Growth,* The Outlook for Maryland's Higher Education Facilities Needs, Robert Heller Associates, Inc., Cleveland, Ohio, April 1970. Exhibit 13.

In 1972, the Maryland Council for Higher Education promulgated the first system-wide student transfer policy for public institutions in this State. The policy:

- Established a uniform procedure for the movement of students from one segment of higher education to another with a minimum loss of credit;
- Required institutions to exchange information on students, including grades earned after transfer. These data are reported to the State Board for Community Colleges. They will provide the basis for the first system-wide follow-up studies on student performance after transfer. The State Board for Community Colleges plans an annual review of this information as one means of assessing the success of transfer programs in Maryland Community Colleges.

Occupational Programs:

Occupational programs are designed to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Middle management and technician levels in such fields as health services, business and commerce, engineering, and public service;
- Artisan, trade and service levels within each of these fields.

Within the framework of the first category of occupational programs (technical and mid-management) Community Colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of fifteen credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. These latter courses provide students with the opportunity to develop concepts and skills necessary to improve the individual's effectiveness as a citizen as well as a worker in society. This general education component in occupational programs is transferable in Maryland, while other specialized technical credits may be transferred on a selective basis. Certificate programs must include twelve or more credits primarily of specialized content stressing the technical and manipulative requirements of an occupation. Generally, these programs take less than two years to complete.

Little progress has been made in developing occupational programs at the artisan, trade and service levels. This condition is inconsistent with the increasing commitment of Community Colleges to comprehensiveness of programs and services. While artisan and trade-level training programs are generally available to high school youth, similar opportunities are extremely limited for persons beyond high school age in settings consistent with their maturity and experience. A major thrust of this Master Plan, therefore, is to encourage significant expansion of artisan, trade, and service level programs in the Community Colleges.

The development of occupational programs in the Community Colleges must provide students with a knowledge of their long-range occupational goals as well as the specific skills necessary to enter the labor force. With such knowledge the student will retain horizontal and vertical mobility within broad occupational fields. To further enhance student mobility, Community Colleges should develop core programs leading to various areas of specialized training. In addition to serving the needs of students, occupational programs also serve to meet society's changing needs.

DEVELOPMENTAL STUDIES

Many students enter the Community College unprepared to pursue an educational objective effectively. In response to the needs of such students, Community Colleges offer developmental courses designed to improve skills in oral and written communications, study, reading, and mathematics. The offering of developmental courses is consistent with Community College philosophy of increasing academic accessibility for all citizens.

The State Board for Community Colleges recommends that Community Colleges continue to provide developmental opportunities for students and to evaluate these offerings in the light of subsequent student performance in regular academic courses.

COMMUNITY SERVICES

In recent years non-credit community service offerings have emerged as one of the most vital components of Maryland's comprehensive Community Colleges. Community services include courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community service offerings also include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. Many individuals enroll in community service courses to pursue an avocational interest or for general cultural enrichment. Community service activities are available on campus and in facilities located throughout the community. These efforts make the Community College available to all citizens regardless of age, interest, or background.

In 1973, some 28,000 Maryland citizens completed approximately 1,000 non-credit community service courses. In addition, tens of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related community service activities sponsored by Community Colleges.

Although the Maryland Council for Higher Education 1968 Master Plan identified community services as one of the responsibilities of a Community College, this function is not now recognized by statute in Maryland. In January 1972, the State Board for Community Colleges reaffirmed its support of community services as a major institutional responsibility. It is, therefore, recommended that legislation be enacted to include this function as a formal statutory responsibility of Community Colleges.

NEW PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students and their families as to the level of education required to qualify for desirable employment opportunities. This shift is reflected in national projections predicting that throughout the next decade 80 percent of available jobs will require less than the bachelor's degree.[1] Consonant with these new attitudes, the State Board for Community Colleges, from 1970-1973, endorsed 120 new degree and certificate programs for Maryland's Community Colleges. Of these, 109 were primarily degree and certificate occupational programs, while only eleven were intended for transfer. In 1973, the sixteen Community Colleges offered an aggregate of 559 degree and certificate programs of which 325 were primarily occupational and 234 were intended for transfer. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent in 1969 to 38 percent in 1973. It is, therefore, recommended that Community Colleges continue to expand their occupational programs throughout the next decade in response to total manpower requirements at the semiprofessional-technician level.

Although the number of associate degrees awarded in occupational areas is increasing significantly, the number of occupational certificates awarded has declined from 117 in 1970 to 93 in 1972. Since certificate programs increase flexibility in response to individual objectives, as well as to the varied requirements of the labor force, it is recommended that Community Colleges place increased emphasis on certificate programs.

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[1] *Chronicle of Higher Education*, Oct. 12, 1971.

Action to expand occupational programs must also give greater consideration to the economy's needs for skilled workers and service personnel. Training at the artisan-craftsman and service levels is an area which, as already noted, is comparatively undeveloped in Maryland's Community Colleges. Manpower studies published by the Maryland State Board of Education and the Department of Economic and Community Development have identified major manpower demands for individuals with skills at these levels.[1] It is, therefore, recommended that Community Colleges move aggressively to introduce non-duplicative, postsecondary training programs in cooperation with unions, local employers, and lay advisory committees. In instances where existing campus facilities are inadequate or inappropriate, Community Colleges can utilize other facilities in the community on a lease basis. The use of off-campus facilities for artisan-craftsman training provides a measure of flexibility which campus construction cannot supply economically. Leasing of such quarters on an "as needed" basis avoids commitments to permanent buildings and equipment for programs which may rapidly become obsolete.

Secondary schools in Maryland are recognized nationally for their forward movement in the field of occupational education. Close coordination with local high schools in the development and expansion of occupational offerings will result in an upgrading of occupational education for both the schools and the Community Colleges. Coordination will also result in more varied levels of entry into Community College occupational programs. It is recommended, therefore, that Community Colleges take positive action to develop coordinated occupational programs with those offered in the secondary schools.

In developing new occupational programs, Community Colleges will also be expected to consider opportunities which may be available locally in postsecondary proprietary schools as a criterion in determining the need for additional programs. In the decade ahead, Community Colleges will also be encouraged to develop cooperative arrangements with proprietary, trade, technical, and business schools either through shared use of expensive facilities already available in such institutions or on a contract basis.

MANPOWER STUDIES

Community College planners must have accurate manpower data if their programs are to meet the needs of the citizens, the local political subdivisions, and the State. Statewide manpower studies currently available are inadequate for program planning purposes. To meet this critical requirement, it is recommended that authority and responsibility be assigned to a single Statewide agency to prepare and publish State and regional manpower studies on an ongoing basis. Using these data, the State Board for Community College will assist the Community Colleges in relating manpower requirements to viable educational programs. Manpower information also assists individual students to plan their programs realistically. These combined efforts are the best assurance that Community Colleges will provide a pool of trained manpower to meet the diverse needs of the State's economy.

REVIEW OF NEW PROGRAM PROPOSALS

In reviewing new program proposals, the State Board for Community Colleges has developed a review and evaluation instrument to meet its requirements as well as those of other agencies. All new program proposals or major revisions of existing programs are evaluated on the basis of the following criteria:

- Well defined and measurable program objectives;
- Evaluation mechanisms;
- Estimated cost of introducing the program (initial year and succeeding four years), including cost of specialized facilities and equipment;
- Availability of the program in nearby Community Colleges;

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[1] *Maryland's Standing Offer To Industry*, Maryland State Dept. of Education, Baltimore, Md. 1973.

- Identification of required faculty qualifications;
- Two-year enrollment projections;
- Advanced placement mechanism;
- Demonstrated student interest;
- Compliance with State Standards for Two-Year Colleges;
- Evidence of employment opportunities for programs with an occupational focus;
- Appropriate articulation with other institutions, including proprietary schools;
- Compatibility with State and college vocational plans;
- Appropriate advisory committee involvement;
- Appropriate counseling services provided;
- Appropriate articulation with external or licensing agencies;
- Impact on existing programs currently offered by the college;
- Meets the needs of non-degree students.

Chapter VIII includes a listing of the programs planned for the individual Community Colleges in the period 1974-1978. Introduction of these programs is subject to review by the Maryland Council for Higher Education and the State Board for Community Colleges. Final approval will be based upon the criteria listed above. It should be noted that new program proposals indicate an increasing emphasis on occupational curricula and reflect the current priorities established by the individual colleges. The list of program priorities will be reviewed annually to determine if additions or deletions are necessary.

REVIEW OF EXISTING PROGRAMS

As new programs are introduced, the resultant strain upon institutional resources will require a reassessment of existing programs. It is, therefore, recommended that at four-year intervals Community Colleges review their programs and report the results to the State Board for Community Colleges. The review of existing programs should be based upon the following factors:

- Current student enrollment;
- Number of students who have earned certificates, degrees, or other benchmarks of completion;
- Manpower requirements and job placement;
- Program cost;
- Review of information obtained through the program evaluation system;
- Review and recommendation of the college program advisory committee.

Local governing boards are expected to take action to modify or delete existing programs which fail to meet stated objectives.

The sixteen Community Colleges currently offer a total of 155 different programs. These programs are listed by institution in Table 7.

Table 7

MARYLAND PUBLIC COMMUNITY COLLEGE CURRICULA OFFERINGS 1973-74

AREAS OF STUDY	Allegeny	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex	Frederick	Garrett	Hagerstown	Harford	Howard	Montgomery (Rockville)	Montgomery (Takoma Park)	Prince George's
Agricultural Technology																	
Forestry	T-O										O						
Forest Technology	T-O										O						
Applied Arts																	
Advertising Art				T-O											O		
Applied Arts and Design				T-O													
Art			T	T											T	T	T
Commercial Art			O														
Communications												O					
Graphic Arts Technology													O				
Interior Decorating													O				
Multi-Media Technology		O															
Music			T-O	T					T						T		T
Printing Technology															O		
Radio, T.V.			T-O														
Speech, Drama			T-O	T					T								
Theatre Arts		T	T												T-O		
Business																	
Accounting		O	T-O	T-O				T-O	O	O	O	O			O		T-O
Administration	T-O	T	T	T	T-O	T	T	T		T	O	T	T	T	T	T	
Banking									O								
Business & Industrial Management						O	O	O	T								T-O
Data Processing	O	O	T-O	T-O		O				T-O		O	O	O	T-O	T-O	O
Industrial Technology (Manufacturing)								O									
Labor Relations			O														
Management			O						T-O	O					O	O	T
Marketing & Advertising			O	O					T-O					O	O	O	
Marketing Management				O													O
Photography Technologies					T-O												
Real Estate/Insurance							T-O										
Retail Management		O		O						O	O	O					
Secretarial Science	T-O	O	O		T-O	O	T-O		T-O	O	O			O			T-O
Secretarial-Executive	T-O	O	O	T-O		O			O			O	O		O	O	O
Secretarial-Legal	T-O	O	O	T-O		O			O						O	O	
Secretarial-Technical		O															
Stenographic			O				O							O			
Trade Union Administration								O									
Traffic & Transportation Management				T-O													
Engineering Technology																	
Air Traffic Management				O													
Air Transportation				O													
Aircraft Maintenance										O							
Architectural		O													T-O		
Architectural & Industrial Drafting				O													
Automotive Engineering	T-O												O				
Biomedical														O			
Chemical	O		O	T-O													
Civil													O		T-O		O
Computer Science	T								T-O						T-O	T-O	
Construction & Building			O	O													
Drafting			O	O		O											O
Electrical		O															O
Electronics			O	O		O				O			O	O	T-O		O

CODE: T = Transfer / O = Occupational

Table 7 continued

AREAS OF STUDY	Allegeny	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex	Frederick	Garrett	Hagerstown	Harford	Howard	Montgomery (Rockville)	Montgomery (Takoma Park)	Prince George's
Engineering Technology (Cont'd.)																	
Electrical/Electronics												O					
General															T-O		
Highway Design-Safety			O														
Industrial								O			O						O
Mechanical		O	O									O			T-O		O
Ocean Engineering		O															
Plant Engineering			O														
Quality Control	T-O			O													
Radiation Science																T-O	
Surveying				O													
Health																	
Dental Assisting			O						O							O	O
Dental Hygiene	T-O		T-O														
Dental Laboratory Technology			O													O	
Dietary Technology			T-O														
Hospital Management									O								
Laboratory Technology			O										T-O				
Medical Laboratory Assistant					T-O												O
Medical Laboratory Technology	O		T-O	T-O			T-O		O			T				O	O
Medical Record Technology			O														
Medical Technology		T	T	T					T						T	T	
Mental Health Clinician																	O
Mental Health Technology	O	O	T-O	T-O					O							O	
Nuclear Medicine Technician									O								
Nursing	T-O	O	T-O	O					O	O		O	O	O		O	O
Occupational Therapy Assistant			O														
Physical Therapy Assistant			O						O								
Physician's Assistant									O								
Pre-Pharmacy			T									T					
Radiologic Technology (X-Ray)			O						O			O				O	O
Respiratory Therapy			O														
Secretarial-Medical	T-O	O	O	O	T-O				O						O	O	
Speech & Hearing Science									T-O								
Pre-Professional																	
Art Education			T	T					T								
Arts & Sciences	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
Business Education - General			T	T			T		T		O				T	T	T
Early Childhood Education			T-O			T-O			T-O								
Early Childhood Instructional Aide											O	O					
Education for Industry															T		
Elementary Education		T		T	T	T-O	T	T	T	T	T				T	T	T
Engineering Science	T	T	T	T	T	T			T-O			T	T		T	T	T
General Studies	T-O	T	T	T	T	T-O	T	T	T		T		T	T-O	T-O	T-O	T
Health Education			T	T													T
Health, Physical Ed. & Recreation		T	T														T-O
Home Economics															T	T	
Industrial Arts Education		T	T	T					T	T							T
Instructional Aide								T-O		O	O						
Mortuary Science				O													
Music Education			T	T					T						T		
Physical Education			T	T			T-O		T						T		T
Physical Ed. & Recreation Technology							T										
Science-Mathematics												T					
Secondary Education		T		T	T		T	T	T						T	T	T
Secretarial Education	T			T			T		T						T	T	T
Teacher Education	T		T	T		T	T		T			T	T	T			

CODE: T = Transfer / O = Occupational

Table 7 continued

AREAS OF STUDY	Allegeny	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex	Frederick	Garrett	Hagerstown	Harford	Howard	Montgomery (Rockville)	Montgomery (Takoma Park)	Prince George's
Public and Social Services																	
Cartography															T-O		
Child Care Center Management								O							O		
Community Planning															T-O		
Environmental & Renewable											O						
Resources Technology			T-O								O						
Estuarine Resources Technology						O											
Fire Protection Technology			O	O											O		O
Food Administration			O														
Food Service Management												O			O		
Geography															T-O		
Government Service Assistant		T	O														
Hotel / Restaurant Management			T-O												O		
Human Services			T-O								O						
International Affairs																	T
Law Enforcement, Police Administration																	
Police Science, Correctional Services		O	T-O	T-O	T-O		T-O		T-O			O			O		O
Pollution Abatement Technology						T-O											
Recreation Leadership			O	T-O			T-O								T-O		O
Social Service Assistant									O		O						
Urban Development Assistant			T-O						O								
Park Operation & Management										O							
CERTIFICATE PROGRAMS																	
Aircraft Maintenance Technology										O							
Automotive Engineering	O																
Automotive Specialties													O				
Broadcasting													O				
Business Management	O				O		O			O							
Civil Technology													O				
Classroom Teacher Aide					O	O	O				O						
Commercial Photography					O												
Computer Science						O											
Data Processing	O	O		O						O			O				
Dental Assisting	O		O													O	
Drafting						O											
Drafting / Surveying Assistant													O				
Electrical Technology																	
Electronics Technology		O	O							O			O				
Fire Science															O		
Forestry																	
General Office Aide			O														
Government Service Aide			O														
Instructional Aide		O								O					O		
Law Enforcement	O				O		O			O			O				
Medical Laboratory Assistant					O												
Metals Fabrication					O												
Occupational Therapy Assistant			O														
Office Careers'													O				
Photo-Offset Lithography													O				
Real Estate				O			O										
Recreation Aide			O				O										
Retailing														O			
Secretarial Science					O	O	O			O		O	O		O	O	O
Solid Waste Technology						O											
Stenographic							O			O							
Typist / Clerical							O					O					

CODE: T = Transfer / O = Occupational

CHARGEBACK RELATED TO PROGRAMS

Present procedures for financing operations in Maryland's Community Colleges generate several special problems in program development and coordination. Currently Community Colleges assess higher tuition for out-of-county residents. This differential results from the requirement that non-county residents pay the local county's share of the per student operating cost. The lack of a tuition chargeback system limits the accessibility of many students to programs offered in other counties since out-of-county fees more than double the cost of attending an institution. The present funding arrangement also leads to the unnecessary duplication of high-cost and low-enrollment programs which in turn increase the per student operating costs to the local subdivision and the State. In order to equalize educational opportunity and at the same time reduce program costs at the local and State levels, it is, therefore, recommended that legislation be enacted which will permit students to cross political subdivision boundaries without payment of additional tuition where programs are not available locally.

REGIONAL PROGRAMS

Regional programs should be designed to meet the manpower requirements of an area greater than that of a single political subdivision. Frequently these will be specialized high-cost and low-enrollment programs.

Maryland, like other states with locally controlled Community Colleges in their higher education structure, faces a challenge of reconciling local, regional, and Statewide program requirements. While local programs are now generally well developed and implemented, limited progress has been made in regional and Statewide program planning.

At the present time there are two factors which inhibit the development of regional programs: the absence of chargeback legislation and the lack of State-level authority to identify a program to serve a regional function. Therefore, it is recommended that legislation be enacted authorizing the State Board for Community Colleges to designate programs as being regional in nature.

DIVISION OF PROGRAM RESPONSIBILITY

An appropriate division of program responsibility must be maintained within the tripartite system of higher education to promote efficiency of operation and to insure the most effective utilization of Maryland's resources. In observance of this principle, it is recommended that Community Colleges not offer upperdivision programs leading to baccalaureate degrees. Programs at this level should continue to be the responsibility of the State colleges and the University. It is further recommended that the Community Colleges be the only public institutions in the State charged with the responsibility for providing transfer and occupational programs leading to certificates and associate degrees.

AWARDS FOR PROGRAM COMPLETION

The question of appropriate recognition for students who complete programs of college study is generating debate throughout the nation. Two main concerns mark this controversy:

- An overemphasis on "credentials" in society;
- An accurate depiction of the qualifications inherent in an earned college degree or certificate.

Maryland's Community Colleges currently grant only one academic degree, the Associate in Arts. Whether or not this degree is sufficient to recognize the growing variety in scope and depth of programs offered or the different objectives for which they are established is a matter calling for further examination. The State Board for Community Colleges will review this question and make appropriate recommendations.

IV. FACULTY AND INSTRUCTIONAL PRACTICES

Fundamentally, the goal of a Community College faculty member is to achieve teaching excellence. Continued diversity, innovation, and creativity should be encouraged, and the State Board for Community Colleges urges that formal procedures be developed by each institution to recognize and reward faculty excellence in teaching.

FACULTY PROFILE

Standards established by the State Department of Education for faculty in the two-year colleges in Maryland state that:

> ". . . The minimal preparation of the members of the faculty should ordinarily be a master's degree or its equivalent in their respective fields of teaching from a recognized graduate or professional school. A substantial portion of the course work should be taught by full-time faculty members. For those who teach certain specialized courses of a technical or vocational nature, the highest educational requirements will be expected to be compatible with the teaching assignment, practical experience being given special consideration."[1]

In 1972, Community College faculty held degrees from 425 different institutions of higher education representing 47 states and 20 foreign countries in Europe, Asia, and South America. In terms of academic preparation, 95 percent of the faculty earned a bachelor's degree, 79 percent earned the master's degree, and 13 percent held an earned doctorate.

In 1972 there were 1,569 full-time faculty employed in Maryland Community Colleges and an additional 466 full-time administrative and support staff, or a total of 2,035 full-time personnel. That same year there were 1,018 part-time faculty and 24 support professionals, or a total of 1,042 part-time personnel. In 1972 women were represented by 569 full-time professionals (administrators and faculty) and 374 part-time faculty or approximately 25 percent of the full-time and 33 percent of the part-time personnel. Racial minorities were represented by 93 full-time and 79 part-time professionals (administrators and faculty) or about 5 percent full-time and about 7 percent part-time personnel.

PROJECTED FACULTY

Based upon full-time equivalent student enrollment projections and an assumed 20:1 student-faculty ratio, the State Board for Community Colleges projects that the Community Colleges will require the following full-time equivalent faculty by 1983:

Current and Projected
Full-time Equivalent Faculty

	Actual 1973	Projected 1978	Projected 1983
Full-time Equivalent	1,900	2,350	2,950

The projected need indicated of about 100 additional faculty per year for the next ten years does not take into account the replacement of existing faculty. It should be further noted that the majority of new faculty will be employed to teach in occupational areas.

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[1] *Maryland Standards for Two-Year Colleges*, Maryland School Bulletin, Vol. XLIV, No. 2, Maryland State Dept. of Education, Baltimore, Md., May 1969, p. 3.

EQUAL EMPLOYMENT OPPORTUNITIES

An unequivocal commitment to equality of employment at all levels within the Maryland Community College system is soundly affirmed in the resolution of the Maryland State Board for Community Colleges of June 28, 1973.[1] Essential to the task of correcting the under-representation of minority group members and women among faculty and staff members is the development of affirmative action programs and the reformation of practices within the Community College system that conflict in any way with equal employment opportunity. Therefore, it is recommended by the State Board for Community Colleges that:

- Community Colleges comply with Higher Education Guidelines — Executive Order 11246 as revised — published by the Department of Health, Education, and Welfare;
- Each Community College develop a written affirmative action program as required by the above Executive Order;
- Community Colleges redirect their recruitment programs to insure that information about vacancies is made available to members of minority groups and to women. The colleges should also continue to encourage minority group members and women to apply for available positions;
- All job criteria and qualifications be carefully examined to see that they (a) are clearly stated; (b) related specifically to the job being described; and (c) allow for and recognize training, education, background, and experience which are appropriate to the job although perhaps different from traditional requirements.
- The candidate selection process for employment and for promotion be carefully reviewed, especially the ways by which job criteria are applied to individual candidates, to insure full equality of opportunity in the selection process;
- Community Colleges endeavor to see that any existing inequities in salaries or in opportunities for tenure and promotion for women and minority group members who are presently members of Community College staffs are eliminated.

FACULTY PREPARATION

Expansion of the open door concept of higher education will require teachers who are prepared to meet the instructional demands of a rapidly changing student population. There will be a greater need for faculty trained in occupational fields. Of equal importance will be the preparation of the instructor to deal with the student who attends college for one semester and works the next, those with learning difficulties, and those who are preparing for a second or possibly a third career.

Along with thorough preparation in a particular branch of learning, an instructor should have an interdisciplinary awareness enabling him to break down compartmental walls that may artifically separate related fields. He should be capable of task analysis and have an understanding of the systems approach to the communication of knowledge. Learning strategies and modern devices for implementing them should be part of his methodological background.

Faculty already employed can be provided with the skills and techniques referred to above through ongoing in-service training programs. However, because new faculty and administrators are continually required and those employed seek advanced education, university graduate schools should be encouraged to establish specific programs for them.

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[1] See Appendix B.

Since faculty must keep abreast of current developments in their respective major fields, each college should allocate funds in its operating budget to be used to support staff development training programs. In addition, the State Board for Community Colleges should provide funds to sponsor Statewide meetings and workshops oriented toward the improvement of instructional delivery systems.

The rapid advancement of technology in American society has resulted in the creation of many new programs in Community Colleges. Other programs will be deleted because they are technologically obsolete; therefore, in order to serve the needs of the institution, the Community Colleges should provide, within their operating budgets, opportunities for retraining of faculty and staff whose disciplines and instructional practices need to be updated.

With the expansion of occupational curricula, it is likely that potential faculty who do not possess the traditional academic credentials but who can be effective teachers will be required by the Community Colleges. The lack of such credentials should not be a barrier to the employment and promotion of such individuals if they are technically proficient and instructionally competent. The State Board for Community Colleges, therefore, recommends that Community Colleges incorporate within their written policies for faculty recruitment, retention and promotion provisions to recognize nontraditional credentials.

FACULTY ROLE IN INSTITUTIONAL POLICY FORMULATION

Decision making within each Community College is carried on within a statutory structure of formal authority which vests ultimate responsibility in the local board of trustees and provides for its delegation by the board to the president and his administrative and instructional officers. However, Community College governance has another tradition which must be made to operate more effectively during the next decade: a commitment to a pattern of decision making which provides for widespread participation by those affected.

Community College faculty, being a constituent component of the Community College, must be provided with a mechanism for participation in the policy determination of the institution. Be it the faculty senate, faculty council, or other faculty representative body, the success of that mechanism in providing a vehicle for faculty input in decision making will be reflected in the vitality and internal stability of the institution. Indeed, the mechanism may well serve as the essential element for resolution of institutional conflict.

FACULTY TEACHING REQUIREMENTS AND RESPONSIBILITIES

Student-faculty ratios within institutions will vary widely as a result of differing institutional models, technological advances, institutional size and subject matter taught. While it is commonly accepted that gross increases in the ratio of students to faculty will diminish the quality of instruction, there is little evidence to suggest that reasonable increases in student-faculty ratios are detrimental. The current Maryland Community College student-faculty ratio is 17:1. To promote institutional efficiency and to reduce institutional costs caused by spiraling inflation and the introduction of expensive curricula, the State Board for Community Colleges recommends within the techniques available for increasing class size without impairing the quality of instruction, Community Colleges should move to a Statewide average of 20:1 student-faculty ratio. Such a policy would provide each institution with the flexibility to offer the appropriate mix of class sizes within the overall institutional student-faculty ratio. This policy should be reviewed periodically and revised when appropriate.

In order to achieve a goal of a 20:1 student-faculty ratio, the Academy for Educational Development suggests consideration of the following practices:

- Increasing class size;
- Keeping all classes filled, equalizing section enrollments, canceling classes with small enrollments;

- Offering required courses with small enrollments only in alternate semesters or years;
- Restructuring curricula to meet new student interests, eliminating small classes in areas in which student interest has declined;
- Reducing the number of course offerings, avoiding course proliferation;
- Consolidating basic courses duplicated in several departments;
- Phasing out programs which generate an excessive number of small classes;
- Extensive use of audio-visual materials, such as slides, filmstrips, tapes, films, and computer programming;
- Establishing and using learning centers and laboratories;
- Granting credit for course work taken over commercial television and tested on campus;
- Granting credit by examination for subject material learned outside of college;
- Enforcing contractual full-time teaching load requirements.[1]

In addition to actual classroom instruction Community College faculty have a variety of other responsibilities which include student advisement, instructional preparation, service on institutional committees, and participation in appropriate community activities. All responsibilities of the faculty should be codified, published, and updated annually by each Community College.

INSTRUCTIONAL PRACTICES, EVALUATION, AND RESEARCH

Since effective teaching in large measure depends on the harmonious relationship of teacher and learner, the instructor must possess many qualities which cannot be evaluated in terms of his credentials. Enthusiasm for his subject, knowledge in his discipline, a genuine liking for other human beings, and a willingness to spend time in helping students overcome their obstacles to achievement are essential qualities necessary for an instructor to fulfill his task. Inspiring students to maximize their potential is another vital teaching quality. Although these intangibles are incapable of objective measurement, they are nevertheless the critical elements in creating a learning environment of the highest quality.

Community College faculty should demonstrate a commitment to the open door philosophy by providing individualized levels of instruction for students with varying backgrounds. Instruction should be differentiated in terms of abilities, objectives, motivations, and required learning times.

A wide range of instructional techniques should be made available, including the traditional lecture, seminar, laboratory, field trip, and final examination. More recent non-traditional instructional techniques, including the use of such media as audio-visual devices, closed circuit television, auto-tutorial systems, and programmed instruction should also be made available and used when appropriate to the instructional objectives.

Community Colleges of the Greater Baltimore Area are currently participating in an educational television project. Programs are offered over channel 67 for which college credit can be earned. The use of educational television has opened the door of opportunity to a segment of the public which otherwise would be unable to enjoy the benefits of college instruction.

Regardless of the instructional techniques used, each institution has a responsibility to measure individual behavior change based upon specified predetermined course learning objectives. So that this responsibility will be met, each Community College should develop specific and measurable learning objectives and publish them for each course offered.

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[1] *Higher Education with Fewer Teachers*, Academy for Educational Development, Inc., October 1972, p. 3-4.

Measurement of teaching effectiveness is a function of all the variables of instruction. Student evaluation of faculty can measure, for example, motivation while peer group faculty evaluation is an instrument for determining an instructor's knowledge of his discipline. Measurement of learning based upon objectives is another method of evaluating faculty effectiveness. In addition, the performance of the transfer student in the baccalaureate institution is in some measure a reflection of the quality of the instruction he has received at the Community College. This principle also holds true for those students who have completed occupational programs and go on to full-time jobs. Therefore, the State Board for Community Colleges recommends that the quality of instruction of each faculty member be evaluated annually and the basis of such evaluation should be made known to the faculty member.

Although the Community College is instructionally oriented and does not require each faculty member to conduct research as a condition of employment, the Community College has an obligation to support research efforts to improve the quality and delivery of instruction. This research responsibility rests with the faculty and should be accomplished with funds allocated in the operating budget. The State Board for Community Colleges has a responsibility in the development of Statewide instructional programs, such as educational television, which have implications for Statewide learning opportunities. Funds to support such Statewide opportunities should be made available by the State Board.

Over the past five years the Maryland Association of Community and Junior Colleges has encouraged the development of groups formed to promote inter-Community College exchange of ideas within instructional areas. The State Board for Community Colleges supports this concept and encourages further growth of such interchanges of ideas which may also lead to a greater exchange of instructional materials developed on the various campuses.

TENURE

The text of a "Discussion Memorandum on Academic Tenure at Harvard University," issued in November 1971 by Harvard's University Committee on Governance, deals with definitions, both of what tenure is and of what it is not.

> ". . . 'Academic Tenure' means simply the contingent right of a faculty member appointed to a tenure position to retain that position until retirement . . . A tenure appointment is distinguished from an annual appointment, or from an appointment for a stated period of years, which expires at a fixed time short of ordinary and stated retirement age.
>
> "A tenured faculty member is not irremovable; he can be removed 'for cause', but only for cause, generally as set forth in the statutes of regulations of his institution.
>
> ". . . The 'rights' of tenure include nothing more than the right of office, without periodic reappointment, until retirement. Other privileges and immunities, often attributed to tenure, are simply not among the rights of a tenured faculty member. Tenure does not include a guarantee, express or implied, that a faculty member will continue to teach the same courses, and only such course or courses throughout his tenure. Tenure is not a sinecure, assuring a faculty member of a guaranteed annual wage while freeing him to spend the bulk of his time away from the institution which pays his salary. Tenure does not permit a faculty member to flout the rules and regulations of his institution nor even to engage, with impunity, in what by the standards of his discipline or profession would be malpractice. Indeed, tenure does not even assure a faculty member his salary, regardless of the financial predicament of his college or university, for institutional insolvency (though not mere 'financial stringency') may be reason for terminating a tenure contract. Indeed, it is accepted that

> the terms, conditions, and privileges of tenure are redefinable as the needs of the institution change, and that the 'duties' of a faculty member are to be determined not solely by the individual, but through a collegial decision: of his department, of the faculty of which he is a member, or of the institution as a whole."[1]

The Keast Commission on Academic Tenure in Higher Education has issued a report on the subject of tenure. This report lists the following problems dealing with tenure which should be resolved by the institution:

> "First, to assure a reasonable spread of age in each faculty unit, so that retirements occur at a rate which minimizes replacement problems in the short run and permits the gradual assimilation of new faculty.
>
> "Second, to assure that positions for junior appointments are available at a steady rate and that reasonable opportunities exist for the achievement of tenure;
>
> "Third, to insure that the tenured faculty is not so large as to impose an impossible budgetary burden on the institution or to prevent the infusion of new vigor and fresh points of view through the recruitment of new faculty;
>
> "Fourth, and of increasing urgency today — to insure that opportunities are open for the recruitment of more women and minority group faculty, and their advancement to tenure status;
>
> "Fifth, to give the institution flexibility in responding to student interests, to expand or contract units, and to meet other contingencies."

The Commission further responded to the issues of tenure quotas and percentages of faculty who should be tenured:

> "The Commission urges institutions to express their decisions as to the ratio of tenured and non-tenured faculty as ranges or limits rather than as fixed percentages. And we recommend that the chosen ratios be applied with sufficient flexibility to different instructional units of the institution (departments, divisions, separate schools, etc.) to take account of significant differences among them in size, current variations in age composition and tenure mix, carrying research and teaching responsibilities, etc.
>
> "The Commission believes that it is probably dangerous for an institution to allow more than one-half or two-thirds of its faculty to be on tenure appointments. This caveat is likely to be especially important during the decade of the 1970's, in view of the relative youth of most faculties and of stabilizing trends in faculty size and financial resources. The Commission believes that a larger proportion of tenured faculty is likely to curtail opportunities for the appointment and retention of younger faculty, with undesirable effects on institutional vitality; to impede the development of new programs and interdisciplinary work, for which new faculty will be needed; and to diminish opportunities for the recruitment and promotion of increased numbers of women and members of minority groups."[2]

Many Community Colleges in Maryland currently have institutional tenure policies. In the absence of a Statewide requirement, it is recommended that each institution establish and publish tenure or other retention policies and make such currently effective policies available to the State Board for Community Colleges.

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[1] *Academic Tenure at Harvard University*, AAUP Bulletin, Spring 1972, p. 62.

[2] "The Commission on Academic Tenure in Higher Education: A Preview of the Report", William R. Keast, The University of Texas, Austin, Texas, January 1973, p. 5-6.

V. PHYSICAL FACILITIES

Establishing new Community Colleges, determining the need and location for new Community College campuses, formulating educational requirements, and initiating planning for new facilities are all responsibilities of local boards of trustees as specified by the Maryland Annotated Code. The State Board for Community Colleges, under the authority of both Maryland statutes and the State Guidelines for Community College Facilities Planning and on the recommendation of the Maryland Council for Higher Education, the Department of State Planning and the Department of General Services, has the responsibility to review all plans for new facilities, new campuses, and new colleges. The State Board for Community Colleges then makes recommendations on the advisability of such projects to the Maryland State Board of Public Works which has final authority for all State-funded capital projects.

The State Board for Community Colleges is also charged with the responsibility to develop within its Statewide Master Plan for Community Colleges detailed physical facilities requirements and projections of capital funds necessary to finance them. This chapter of the Plan fulfills that requirement.

INVENTORY OF EXISTING FACILITIES

The total net assignable square feet of educational space by category of use in the sixteen Community Colleges in FY 1973 indicates an increase of 22 percent from 1,675,575 total net assignable square feet in 1971 to 2,047,196 in 1973 (see Table 8). This rate of growth is typical of what has occurred in Maryland since the Community Colleges began developing permanent campuses in 1964.

In terms of available space and program requirements, the greatest immediate need is for specialized laboratory space to house occupational programs. Another high priority need is library space. These shortages will be somewhat alleviated within the next two years as approved projects involving facilities of this nature, currently in the planning or construction phase, are completed.

Table 8

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM — FY 1971-73 FOR MARYLAND'S PUBLIC COMMUNITY COLLEGES

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Supporting	Medical Care	Unassigned	Total
Allegany	12,441	33,775	16,024	13,547	27,576	16,644	3,751	126	–	123,884
Anne Arundel	20,695	19,335	15,666	11,871	23,718	11,708	2,119	–	–	105,112
Baltimore	31,050	48,173	31,572	19,289	28,276	35,345	9,323	–	860	203,888
Catonsville	36,642	19,804	41,861	37,195	53,036	22,340	3,741	–	–	214,619
Cecil	4,780	6,865	3,970	3,800	2,158	2,255	1,755	–	–	25,583
Charles	9,685	12,740	9,520	4,557	633	2,939	7,134	–	–	47,208
Chesapeake	12,062	16,877	11,911	6,871	16,085	8,869	1,362	–	–	74,037
Dundalk	6,000	3,000	700	7,000	–	–	–	–	22,074	38,774
Essex	26,512	25,590	29,654	22,081	62,963	14,255	5,175	–	1,656	187,886
Frederick	11,132	9,809	11,198	9,070	17,378	9,736	1,657	–	9,732	79,712
Garrett	10,622	3,229	2,211	2,596	8,656	2,854	1,321	–	–	31,489
Hagerstown	12,641	10,748	7,862	7,559	14,580	5,867	352	–	–	59,609
Harford	16,674	25,352	18,175	6,655	31,149	21,796	4,706	–	–	124,507
Howard	8,802	12,778	9,449	6,195	1,174	5,467	1,692	–	3,366	48,923
Montgomery:										
Rockville	57,376	90,511	77,047	63,435	65,500	54,074	11,068	–	11,981	430,992
Takoma Park	16,493	19,053	8,814	5,307	2,376	9,791	1,888	–	5,129	68,851
Prince George's	28,516	49,588	33,503	3,815	23,903	33,292	9,505	–	–	182,122
TOTAL 1973	322,123	407,227	329,137	230,843	379,161	257,232	66,549	126	54,798	2,047,196
TOTAL 1972	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1971	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

ADDITIONAL FACILITIES REQUIREMENTS

Full-time day equivalent (FTDE) is used to calculate facilities requirements. FTDE is defined as all full-time day enrollment plus a factor of part-time students attending during the day. Projected FTDE enrollment for existing Community Colleges for 1978 and 1983 is listed in Table 9. These projections do not include consideration of possible new colleges in political subdivisions not now served by Community Colleges.

Projected requirements are based upon facilities and space guidelines approved by the Maryland Board of Public Works in 1972. Additional space requirements projected in Table 9 will generate an average for the State of 90 net assignable square feet per student in 1978 and 87 in 1983. These tabulations will be revised annually based upon the receipt of new enrollment data.

It should be noted that the bulk of the projected requirements stem from the expected additional students to be served. Only in a few special areas of space use, such as libraries and shops, where Maryland is below national norms, is space per student being expanded. The new students are expected in those areas of Maryland where large population concentration exists and building programs are already lagging behind schedule. In these places a condition is faced of not only recapturing lost time, but also having to meet new space demands. Therefore, Community Colleges should move expeditiously to implement their facilities programs.

Table 9
INVENTORY OF PRESENT AND PROJECTED NET ASSIGNABLE SQUARE FEET FOR MARYLAND'S PUBLIC COMMUNITY COLLEGES

College	Existing NASF FY 1974	In Process NASF	Projected FTDE 1978	Projected Total NASF To 1978	Projected FTDE 1983	Projected Total NASF To 1983
Allegany	123,884	33,563	923	157,447	1,100	157,447
Anne Arundel	186,639	52,103	2,677	284,114	3,189	284,114
Second Campus [b]						
Baltimore:						
Liberty Heights	203,888	–	2,736	203,888	2,960	203,888
Harbor	–	123,473	1,032	123,473	1,529	123,473
Catonsville	227,433	82,796	3,784	310,229	4,389	397,629
Cecil	25,583	–	420	57,885	500	75,044
Charles	47,208	61,271	1,091	108,479	1,300	127,815
Chesapeake	74,037	37,000	441	111,037	525	111,037
Dundalk	12,860	60,982	731	73,842	1,110	106,159
Essex	203,039	72,950	3,682	304,659	4,089	336,359
Frederick	69,980	8,617	860	78,597	1,025	96,397
Garrett	32,489	–	168	32,489	200	32,489
Hagerstown	59,609	44,862	1,259	109,163	1,500	114,913
Harford	120,207	36,394	1,679	191,601	2,000	222,601
Howard	48,923	17,520	1,221	118,443	2,050	118,443
Montgomery:						
Takoma Park	19,953 [c]	32,509	1,750	184,385	1,750	184,385
Rockville	430,992	–	5,891	440,992	5,300	440,992
Germantown [a]	–	–	1,506	139,400	1,400	139,400
Fourth Campus [b]	–	–	–	–	2,268	143,651
Prince George's:						
Largo	182,122	127,520	6,000	397,692	6,000	417,692
Clinton [a]	–	–	1,149	90,357	1,149	90,357
Third Campus [b]	–	–	–	–	1,130	88,928
TOTAL	2,068,846	791,560	39,000	3,518,172	46,463	4,013,213

[a] Planned Campus—recommeded by the State Board for Community Colleges.

[b] Potential Campus—under examination by the State Board for Community Colleges.

[c] Existing space in Science and Library buildings scheduled for alteration included in 32,509 NASF now in progress.

Note: No enrollment projections exist for a potential fourth campus in Baltimore County and a second campus in Anne Arundel County.

REQUIREMENTS FOR ADDITIONAL CAMPUSES

Table 9 indicates that the Community Colleges in some of the larger political subdivisions will require a significant increase in net assignable square feet. In order to avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it will be necessary to construct additional campuses.

Map 2 indicates present, planned, and potential campuses as well as potential locations for new Community Colleges. On the basis of projected space requirements as indicated in Table 9, the State Board for Community Colleges recommends the establishment of one additional campus in Montgomery County in 1976 and one additional campus in Prince George's County in 1978. Beyond this, the State Board plans to continue close examination of the need for a fourth campus in Montgomery County, a third campus in Prince George's County, and an additional campus in Anne Arundel County. Although northern Baltimore County has a large geographical area not currently served by a Community College, this area should be served by a satellite campus from an existing Baltimore County college until such time as there is sufficient population to warrant an additional campus. (See Map 2, p. 36)

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISIONS NOT PRESENTLY SERVED BY A COMMUNITY COLLEGE

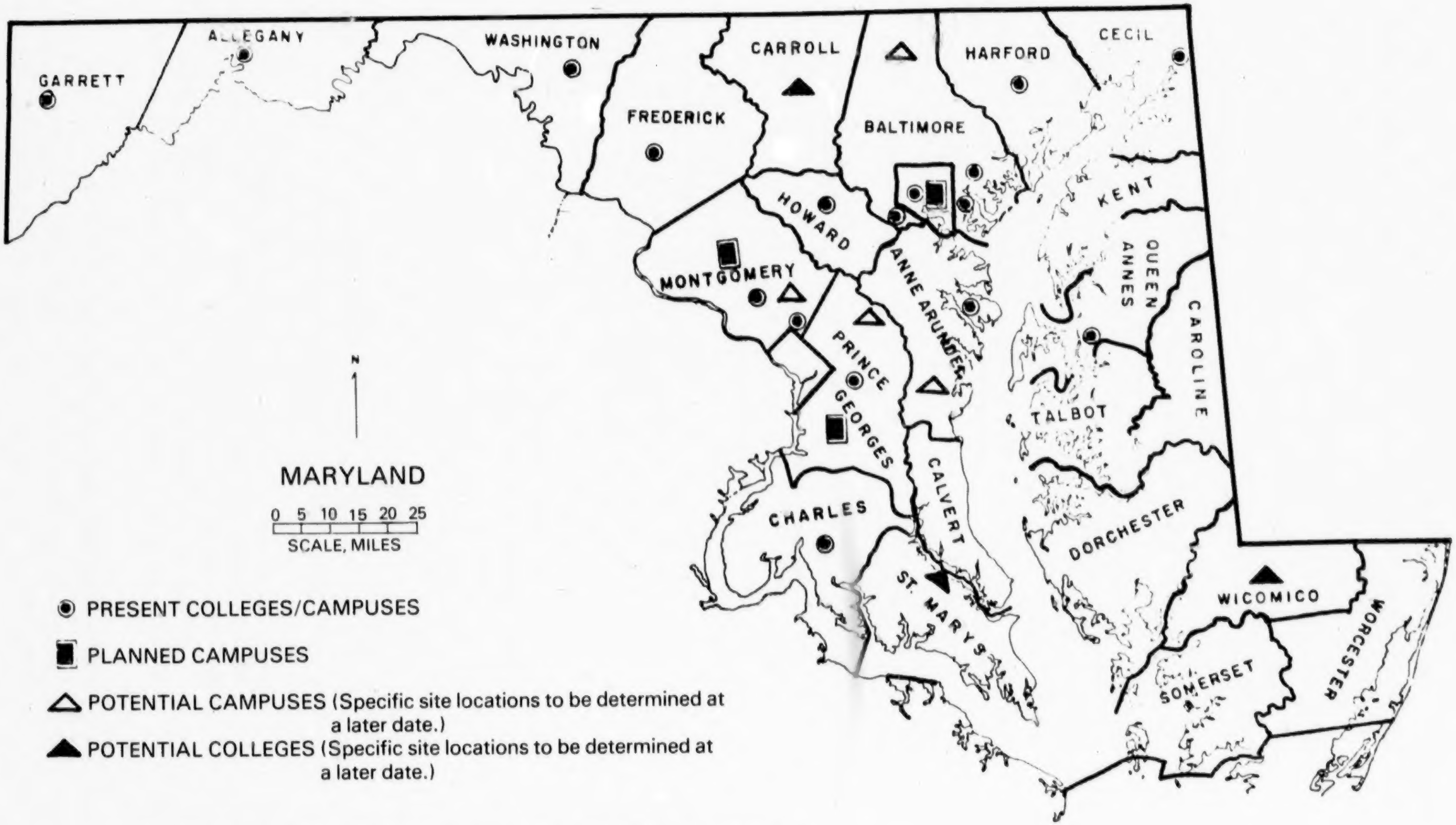
Currently 17 of the 24 political subdivisions in Maryland are served by a Community College. Over 93 percent of the total State population resides in these counties and Baltimore City. Map 2, however, indicates that three sizable geographic areas are not currently served by a Community College: (1) the lower Eastern Shore, including Wicomico, Worcester, Dorchester, and Somerset Counties; (2) St. Mary's and Calvert Counties; and (3) Carroll County. Using the State average of percent of political subdivision population currently enrolled in the sixteen Community Colleges (1.39 percent), the areas of the State noted above would generate a projected head count enrollment of 4,000 by 1980. This figure is not included in any other enrollment projection or statement of need in this Plan. The residents of these areas should explore the possibility of establishing a Community College to meet the needs of their citizens. The State Board for Community Colleges will assist in accord with its statutory responsibilities and established procedures.

Published national guidelines for the establishment of new Community Colleges vary in their determination of the full-time equivalent enrollment necessary to insure the viability of an institution. Maryland's experience over the past twenty-five years indicates that a projected full-time equivalent enrollment of 700 within five years of opening is sufficient to warrant consideration of the establishment of a new Community College. The State Board for Community Colleges, therefore, recommends that a projected full-time equivalent enrollment of 700 students within five years be recognized as the minimum enrollment guideline for the establishment of a new Community College. On the basis of projected enrollment potentials alone (1.39 percent of the service area population multiplied by .7, the ratio of full-time equivalent students to total enrollment), Carroll County, the combined four counties on the lower Eastern Shore, and the two-county area in Southern Maryland could each conceivably support a Community College. If institutions are established in these three areas, all 24 political subdivisions in Maryland would be included within a Community College service area.

ALTERNATIVES TO BUILDING PHYSICAL FACILITIES

The first alternative to the immediate building of physical facilities for a Community College in a county which has none at present is to begin as an evening operation in an

MAP 2


GARRETT
ALLEGANY
WASHINGTON
FREDERICK
CARROLL
BALTIMORE
HARFORD
CECIL
KENT
QUEEN ANNES
CAROLINE
HOWARD
MONTGOMERY
PRINCE GEORGES
ANNE ARUNDEL
TALBOT
CALVERT
CHARLES
ST. MARYS
DORCHESTER
WICOMICO
SOMERSET
WORCESTER
N
MARYLAND
0 5 10 15 20 25
SCALE, MILES
● PRESENT COLLEGES/CAMPUSES
■ PLANNED CAMPUSES
△ POTENTIAL CAMPUSES (Specific site locations to be determined at a later date.)
▲ POTENTIAL COLLEGES (Specific site locations to be determined at a later date.)

COMMUNITY COLLEGES OF MARYLAND

existing facility. The second alternative is to encourage existing nearby Community Colleges to establish satellite centers in adjoining counties. Based upon an income from the State contributions and in-county tuition fees, college education could be made available for an indefinite time at minimal costs. Therefore, to further implement the concept of geographic accessibility, the State Board for Community Colleges recommends that counties desiring a Community College consider starting their operations in an existing facility or request a nearby Community College to establish a satellite center.

Use of either of these alternatives can provide a trial period to test local desire for permanent facilities. At the end of the trial period the county should decide whether to: (1) discontinue the experiment if the response indicates that Community College instruction is unwanted, (2) continue the use of a satellite campus indefinitely within the limitation of space and equipment, or (3) plan for the construction of physical facilities to be operated by the county. If the decision were to build a campus, both the operating and capital budgets could be developed for the next few years with reasonable accuracy based on the college's current and projected enrollment.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for Community College construction on a matching basis for space which is eligible under the State Guidelines. In some instances Community Colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional Community Colleges are eligible for up to 75 percent in State aid.

Capital construction bonds for Community Colleges in Maryland limit State aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula is utilized, the 50 percent limitation is adjusted accordingly. This limit includes construction costs, architectural fees, master plans, site purchase, site development, furniture, and equipment. Although the $6,000 limitation has posed no serious problem to Community College construction in the past, consideration should be given to increasing this amount when warranted by inflationary factors. It is, therefore, recommended that the current funding formula which provides at least 50 percent State aid (75 percent for regional colleges) for capital construction should be continued with consideration being given to increasing the $6,000 per full-time day equivalent student limitation when warranted by market conditions.

PAST AND PROJECTED COSTS OF STATE PARTICIPATION IN CAPITAL CONSTRUCTION

Based upon the formula noted above, the Maryland General Assembly authorized $93,000,000 in State capital construction bonds for Community Colleges in the period 1961-1972. Table 10 indicates that $69,605,751 of the $93,000,000 authorized by the General Assembly was allocated to the individual institutions. Of this total, $51,481,481 was actually expended through June 30, 1972. The difference of $18,124,270 in allocations as opposed to expenditures represents the cost of construction in process but not yet completed.

Column 3 of Table 10 summarizes the projected bond requests by institution for the period 1973-1983. While the total of State expenditures for this purpose is expected to be $70,130,174, $22,798,250 of that sum is included in previous bond issues which have not been allocated to the respective institutions. However, $3,530,481 of the previous bond issues is earmarked for regional colleges. Without legislation to rescind this allocation, these funds are unavailable for other Community Colleges. This subtraction leaves $19,267,769 which can be applied to future capital expenditures. Consequently, the net projected State bond requirement is $50,862,405 for the decade ahead.

Table 10

PAST AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES FOR MARYLAND'S PUBLIC COMMUNITY COLLEGES[a]

College	State Bond Authorizations - 1961-1972 Allocated	State Bond Authorizations - 1961-1972 Expended	Projected Bond Requirements 1973-1983
Allegany	$ 2,855,666	$ 2,855,666	$ –
Anne Arundel:			
Arnold	6,665,690	4,926,574	7,462,074
Second Campus[c]	(No cost data available)		
Baltimore City:			
Liberty Heights	2,809,068	2,799,785	2,346,394
Harbor[b]	7,245,171	1,796,885	–
Baltimore County:			
Catonsville	7,073,046	5,877,328	7,759,800
Dundalk	1,480,166	871,246	3,250,499
Essex	7,769,526	5,613,677	7,336,413
Fourth Campus[c]	(No cost data available)		
Cecil	707,674	707,674	412,050
Charles	2,637,279	1,582,420	2,370,983
Chesapeake	4,469,519	2,749,825	–
Frederick	2,169,723	1,980,723	985,000
Garrett	812,500	812,500	34,500
Hagerstown	1,391,147	1,210,402	1,494,428
Harford	3,112,269	3,073,457	4,095,215
Howard	1,646,383	1,611,418	3,087,810
Montgomery:			
Takoma Park	1,611,332	194,932	3,638,668
Rockville	9,118,454	8,112,219	753,635
Germantown[b]	750,000	–	3,450,000
Fourth Campus[c]	–	–	6,804,000
Prince George's:			
Largo	4,596,138	4,019,750	8,696,705
Clinton[b]	685,000	685,000	2,762,000
Third Campus[c]	–	–	3,390,000
TOTAL	$69,605,751	$51,481,481	$70,130,174[d]

a/ These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

b/ Planned Campus.

c/ Potential Campus subject to further study and approval at local and state levels.

d/ Because of the $19,267,769 remaining from previous bond issues, the net projected State bond requirement is $50,862,405 for the decade ahead. This total does not include potential colleges in political subdivisions not currently served by a Community College.

The projected construction of individual Community Colleges and the capital costs for each are included in Chapter VIII. These projections are based upon 1973 dollars and will be updated annually. Annual State appropriations for Community College construction have averaged $8,900,000 per year since 1961. The estimated annual need for the next decade is $5,000,000 per year.

CONSTRUCTION GUIDELINES

In January 1972, the Maryland Board of Public Works approved the manual of Procedures for Administration of Construction Projects for Community Colleges. These were followed in February 1972 by the approval of Guidelines for Construction Projects for Community Colleges. While the current Guidelines are flexible, reasonably comprehensive, and generally appropriate, there are some inadquacies. The Guidelines do not include criteria for determining the need for outdoor physical education facilities or vehicular parking. Experience over the past year has also indicated that the allocation of space for multi-media instruction and for related support areas is insufficient for present and future needs. In view of these limitations, the State Board for Community Colleges will assume responsibility for the development of specific guidelines for outdoor athletic facilities, vehicular parking, and the adjustment of space allocations for multi-media instruction which will be presented to the Board of Public Works by May 1, 1974. The State Board for Community Colleges will also establish a review committee to assure the continued appropriateness of construction guidelines.

There is one additional factor to be noted in assessing the adequacy of the construction guidelines adopted in 1972. Currently space allocations are determined entirely on the basis of FTDE. Increasing emphasis on occupational programs and expanded services to part-time and evening students may, ultimately, warrant consideration of additional criteria to be included in the construction guidelines.

CONSTRUCTION PRIORITIES

State construction funds are becoming increasingly limited and may not be sufficient in future years to fund all capital improvement projects requested by local boards of trustees. It is the responsibility of the State Board for Community Colleges, therefore, to establish a weighted ranking system to determine the priority of capital projects. This ranking system will be developed by the State Board for Community Colleges and distributed to the institutions and the appropriate State agencies by May 1, 1974. Taking into account the availability of federal as well as State funds, this ranking system will include, but not be limited to, such factors as:

- Correction of:
    - Health and safety hazards;
    - Facilities requirements for handicapped students;
    - Existing shortages determined by calculating campus needs based on space guidelines.
- Projection of:
    - Numerical increase in [illegible]ne day equivalent enrollment;
    - Percentage increase i[illegible]e day equivalent enrollment.
- Consideration of:
    - Alternative solutions to construction;
    - Costs within reasonable limits.
- Capacity-enrollment ratio;
- Use of shared facilities by the college;
- Flexibility of design.

In accordance with the ranking system, the State Board for Community Colleges will prepare a priority list as required by the construction procedures manual. The list will be distributed to the college and all appropriate State agencies annually.

DEFINITION OF CAPITAL EQUIPMENT

Since State capital construction and equipment bonds are retired after a fifteen-year period, items of equipment to qualify as capital expenditures must have a life expectancy of at least fifteen years. Consequently, the State has established an equipment list specifically excluding such items as: electronic equipment, audio-visual equipment, office machines, calculators, computers, refrigerators, typewriters, television sets, movie and slide projectors, and outdoor maintenance equipment. Many of these relatively expensive pieces of equipment are necessary to operate educational facilities efficiently and effectively. The purchase of these and other equipment items must be funded out of current operating revenues. This practice places a heavy burden on institutional operating budgets, especially when opening new and large facilities. In instances where the colleges are operating at the statutory maximum of State aid, local subdivisions must bear an unmatched cost of approximately $200,000 annually for the purchase of such items.

The State Board for Community Colleges, therefore, recommends that all equipment items necessary to open a new facility which are ineligible under capital construction requirements should be funded on a matching basis through a special operating account. Replacement of all items of equipment should be funded from the institutional operating budgets.

BUILDING PHYSICAL FACILITIES FROM PROGRAM JUSTIFICATIONS

The introduction of expensive occupational-technical programs, such as automotive technology, refrigeration and air conditioning, require additional new and costly facilities. Justification of the program in accord with criteria and procedures presented elsewhere in this Plan is an essential step in sound Statewide planning. Beyond the justification based on factors of educational need, however, the consideration of costs required to provide physical resources in support of the program is also valid. There are several broad criteria which can be applied to evaluate program costs in relationship to facilities construction. Some of these are:

- Initial cost of the special facilities required;
- Plant operating costs of the special facilities;
- Utilization rates;
- Life cycle costs.

These criteria cannot and should not be applied on a formula or other rigid basis. Rather they should be used as a means of determining the relative merits of a proposed course of action, that is, establishing a new program or discontinuing an old one.

As higher costs are incurred for operation and maintenance related to specialized facilities, it is apparent that these expenses will increase the cost per student within the specified program area. These factors should be included when program costs per student are computed.

FUTURE DESIGN AND CONSTRUCTION TECHNIQUES

Construction of future Community College facilities in Maryland should include consideration of alternative possibilities, such as "fast tracking" and "systems construction" in addition to conventional procedures in use over the past century. It is important that such new approaches to construction of Community College facilities be considered concurrently by the colleges themselves and by the various State agencies which have responsibilities in these areas. The State Board for Community Colleges, therefore, will recommend to the Board of Public Works procedures permitting the use of innovative techniques in the design and construction of new facilities.

MULTI-MEDIA

The planning and construction of educational facilities in Maryland's Community Colleges will be increasingly affected by the expanded use of multi-media instructional systems. Facilities, therefore, should not be planned solely around the traditional methods of communicating knowledge. A permanent Multi-Media Instructional Committee established at each Community College could properly plan instructional delivery systems that incorporate the use of new techniques.

To implement this concept, the facilities guidelines should recognize the viability of various new approaches to instructional delivery. Capital funds should be provided to construct facilities for the production of multi-media materials and to provide multi-media capability in both existing and new college buildings.

VI. FINANCING CURRENT OPERATIONS

Continued and increased financial support over the past twenty-five years clearly demonstrates the commitment of Maryland citizens to Community College education. From the beginning both the local political subdivisions and the State have shared in the funding of Community Colleges. Students have generally contributed a lesser percentage through tuition payments.

For many years only a few thousand dollars from local school boards, supplemented by modest sums from the State, were required to finance the few Maryland Community Colleges. However, this situation changed dramatically in the early 1960's. Greatly increased enrollment demands led to the establishment of new Community Colleges and the expansion of physical facilities on existing campuses. In addition, changing technology prompted the introduction of new and expensive technical curricula. These factors, coupled with inflation, increased the funding level in Maryland Community Colleges from approximately $2,500,000 in 1963 to $58,100,000 in 1972. In the period 1969 to 1972 alone, operating funds increased 135 percent, from $24,000,000 to $58,100,000.

While it is true that the **rate** of enrollment growth is declining, the Maryland Council for Higher Education is forecasting a 65 percent full-time equivalent student enrollment growth for Community Colleges over the next ten years. This projected growth in these days of unabated inflation must be translated into increased funding levels for these institutions over the next decade.

PROJECTED NET OPERATING COSTS

The data contained in Table 11 are linear projections based upon previous college costs, anticipated full-time equivalent enrollment and a 5 percent inflationary factor. They include only net operating revenues and expenditures and project individual and system-wide Community College operating costs for the period 1973-1983. These costs per full-time equivalent student are also based upon an anticipated Statewide average faculty workload of 300 student credit hours per instructor, although it is recognized that smaller colleges will fall below this ratio. Included in the costs are community service courses which are eligible for State assistance.[1]

The summary of projected expenditures in Table 11, ranging from $62,723,853 Statewide for FY 1974 to $153,455,697 Statewide in FY 1983 does not indicate the sources from which the funds originate. The estimated college budgets are determined in Table 11 by multiplying the projected FTE students by the cost per FTE.

Planning based upon linear projections in a rapidly changing environment is hazardous. Through the use of unit cost analysis, now being developed, and the realization of an economy of scale in some of the smaller colleges, the updating of projected costs will be more precise. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of Community College budgets to the Governor and the General Assembly.

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[1] State policies for community services funding are included in Appendix F.

Table 11
MARYLAND PUBLIC COMMUNITY COLLEGES

ESTIMATED FULL-TIME EQUIVALENT
CURRENT OPERATING EXPENSES AND COST PER FULL-TIME EQUIVALENT

	1974			1975			1976		
	FTE	Cost Per FTE	Expenses	FTE	Cost Per FTE	Expenses	FTE	Cost Per FTE	Expenses
Allegany	1,089	$ 1,400	$ 1,524,600	1,098	$ 1,470	$ 1,614,060	1,108	$ 1,544	$ 1,710.752
Anne Arundel	2,530	1,520	3,845,600	2,682	1,596	4,280,472	2,834	1,676	4,749,784
Baltimore	4,449	1,400	6,228,600	4,621	1,470	6,792,870	4,793	1,544	7,400,392
Catonsville	4,582	1,684	7,716,088	4,738	1,768	8,376,784	4,894	1,856	9,083,264
Cecil	399	1,465	584,535	441	1,538	678,258	482	1,615	778,430
Charles	991	1,780	1,763,980	1,079	1,869	2,016,651	1,167	1,962	2,289,654
Chesapeake	472	2,100	991,200	486	2,205	1,071,630	500	2,315	1,157,500
Dundalk	583	2,100	1,224,300	726	2,205	1,600,830	869	2,315	2,011,735
Essex	3,791	1,460	5,534,860	3,922	1,533	6,012,426	4,053	1,687	6,837,411
Frederick	841	1,580	1,328,780	892	1,659	1,479,828	944	1,742	1,644,448
Garrett	199	2,200	437,800	205	2,310	473,550	211	2,426	511,886
Hagerstown	1,164	1,495	1,740,180	1,227	1,570	1,926,390	1,290	1,649	2,127,210
Harford	2,056	1,440	2,960,640	2,129	1,512	3,219,048	2,202	1,588	3,496,776
Howard	891	2,100	1,871,100	1,112	2,205	2,451,960	1,333	2,315	3,085,895
Montgomery	7,890	2,051	16,182,390	8,386	2,154	18,063,444	8,882	2,262	20,091,084
Prince George's	6,020	1,460	8,789,200	6,509	1,533	9,978,297	6,998	1,610	11,266,780
Totals	37,947	$ 1,653	$62,723,853	40,253	$ 1,740	$70,036,498	42,560	$ 1,838	$78,243,001

	1977			1978			1983		
	FTE	Cost Per FTE	Expenses	FTE	Cost Per FTE	Expenses	FTE	Cost Per FTE	Expenses
Allegany	1,118	$ 1,621	$ 1,812,278	1,127	$ 1,702	$ 1,918,154	1,165	$ 2,172	$ 2,530,380
Anne Arundel	2,987	1,760	5,257,120	3,139	1,848	5,800,872	3,901	2,358	9,198,558
Baltimore	4,966	1,621	8,049,886	5,138	1,702	8,744,876	6,001	2,172	13,034,172
Catonsville	5,050	1,949	9,842,450	5,206	2,046	10,651,476	5,986	2,610	15,623,460
Cecil	524	1,696	888,704	566	1,781	1,008,046	775	2,273	1,761,575
Charles	1,256	2,060	2,587,360	1,345	2,163	2,909,235	1,788	2,760	4,934,880
Cheaspeake	515	2,431	1,251,965	530	2,553	1,353,090	604	3,259	1,968,436
Dundalk	1,012	2,431	2,460,172	1,155	2,553	2,948,[illegible]5	1,874	3,259	6,107,366
Essex	4,184	1,771	7,409,864	4,315	1,860	8,025,900	4,972	2,375	11,808,500
Frederick	996	1,829	1,821,684	1,047	1,920	2,010,240	1,305	2,451	3,198,555
Garrett	217	2,547	552,609	223	2,674	596,302	254	3,413	866,902
Hagerstown	1,353	1,731	2,342,043	1,416	1,818	2,574,288	1,732	2,319	4,016,508
Harford	2,275	1,667	3,792,425	2,348	1,750	4,109,000	2,714	2,234	6,063,076
Howard	1,554	2,431	3,777,774	1,775	2,553	4,531,575	2,876	3,259	9,372,884
Montgomery	9,378	2,375	22,272,750	9,874	2,494	24,625,756	12,356	3,184	39,341,504
Prince George's	7,487	1,691	12,660,517	7,976	1,776	14,165,376	10,423	2,267	23,628,941
Totals	44,872	$ 1,934	$86,779,601	47,180	$ 2,034	$95,972,901	58,726	$ 2,613	$153,455,697

CURRENT FUNDING FORMULA

The funding formula for Community Colleges in Maryland calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently, the State provides 50 percent of the net operating cost not to exceed $700 per full-time equivalent student. The local political subdivision provides 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total costs exceed $1,400 per full-time equivalent student (in 1972 fifteen of the sixteen Community Colleges exceeded $1,400) the local subdivision and the students bear the additional cost.

Special legislation was enacted in 1972 and expanded in 1973 to provide additional State aid for two of the smaller Community Colleges. For these institutions the State contributes 55 percent of a maximum of $2,000 per full-time equivalent student. The local political subdivision contributes 28 percent, while the student share is reduced to 17 percent.

RECOMMENDED CHANGE IN THE BASE LEVEL OF STATE SUPPORT

Since fifteen of the sixteen Community Colleges are currently operating at a cost per full-time equivalent student in excess of the State's statutory maximum, it is reasonable to assume that the State will increase the base level of support. The law theoretically implies that the State should fund 50 percent of net operating costs. Therefore, in order to maintain the concept of local initiative, local budgetary control and matching State funds, legislation should be enacted establishing a new maximum of $1,600 per full-time equivalent student as the base level of support for Community Colleges in FY 1975. The $1,600 maximum per full-time equivalent student should be subject to future adjustments.

DIFFERENTIAL FUNDING

In addition to recommending an increase in the base level of State support for Community Colleges, the State Board examined in detail a wide range of patterns for further improvement in the method of funding current operations. Based upon these analyses, it is recommended that the State enact differential funding legislation on the basis of a supplementary formula containing factors to provide for institutional diversity, such as location, assessable wealth, commitment to disadvantaged students, size and the variable costs of programs.

Providing funds to the State Board for Community Colleges to be allocated upon the new factors cited rather than enrollment alone can stimulate the colleges to provide services and programs which they are unable to do under the present system. The resulting role of leadership and direction to be provided by the State Board for Community Colleges through this funding pattern is consistent with the statutes outlining the Board's responsibilities.

FUNDING SOURCES

Data contained in Table 12 reflect the projected distribution of expenditures using the totals in Table 11 as a base. The distribution of expenditures is also based upon the current statutory formula of 50 percent State aid, 28 percent local funds, and 22 percent student tuition. The distribution of expenditures as outlined in Table 12 assumes that the State will not be restricted to a statutory dollar limitation in its 50 percent share of net operating costs. Also, Table 12 does not include any supplementary State funds which would be available on the basis of the proposed differential funding formula.

Table 12
MARYLAND PUBLIC COMMUNITY COLLEGES DISTRIBUTION OF EXPENDITURES BY SOURCE

	1975		1976		1977		1978		19[illegible]	
	$	%	$	%	$	%	$	%	$	%
Tuition	15,408,030	22.00	17,213,460	22.00	19,091,532	22.00	21,114,038	22.00	33,760,253	22.00
County	19,610,219	28.00	21,908,040	28.00	24,298,313	28.00	26,872,412	28.00	42,967,595	28.00
State	35,018,249	50.00	39,121,501	50.00	43,389,846	50.00	47,986,451	50.00	76,727,849	50.00
Total Expenditure	$70,036,498		$78,243,001		$86,779,691		$95,972,901		$153,455,697	

GUIDELINES FOR FUTURE FISCAL PLANNING

As more sophisticated management practices are introduced into the Community Colleges, there will be a greater capability of relating the financing of educational programs to the outcomes they generate. Accounting procedures now being refined embody the principles of a planning, programming, and budgeting system that would make visible to the General Assembly, local governments, and to the public what they are purchasing for the investment that is being made.

The general concepts followed in the distribution of State funds to the Community Colleges should include:[1]

1. Impartiality of treatment of institutions in budgetary appropriations;
2. Adequacy of support levels for programs;
3. Focus on policy questions, such as level of faculty salary, programs offered, class size, etc.;
4. Provision for economy and efficiency by allowing for detailed program cost analysis and public disclosure of expenditure levels;
5. Facilitation of policy decisions by allowing for priority setting in resource allocation.

Community Colleges should continue to be recognized as a shared public responsibility. Their programs and educational opportunities should be available at the lowest cost possible to both full- and part-time students. Nowhere within the State should educational opportunity be primarily dependent upon the taxpaying ability of local governments.

Unit cost studies should be developed for internal college analysis, for external college comparisons, and as a decision making tool coupled with the budget-making and the funding process. This will require the development of uniform data throughout the system. The State Board for Community Colleges will conduct an annual fiscal post-audit and analyze current institutional application of Statewide policies and guidelines in order to assure the most effective and efficient use of State funds.

As noted in Chapter III, in the discussion of programs, legislation should be enacted permitting students to cross political subdivision boundaries without additional cost in order to avoid unnecessary duplication of high-cost and low-enrollment programs.

Federal support along with other financial sources should be explored continually in order to take advantage of revenues that will enhance the colleges' programs.

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[1] Maryland Council for Higher Education Report, *A Budgetary System for Higher Education in Maryland*, December 1972. p. 1.

VII. GUIDELINES FOR GOVERNANCE

The Constitution, along with the Governor and the General Assembly as the elected representatives of the people, must settle the question of how a State system of higher education is best structured in the interests of the citizenry. Article 43 of the Declaration of Rights, with which the Maryland Constitution begins, states,

> "That the Legislature ought to encourage the diffusion of knowledge and virtue, the extension of a judicious system of general education, the promotion of literature, the arts, sciences, agriculture, commerce and manufacturers, and the general melioration of the condition of the people".[1]

With this solitary and brief reference to higher education in the Constitution as its authority, the General Assembly has gone on to enact the necessary legislation required for the development of public postsecondary institutions.

From this process has evolved a structure for governance and coordination of higher education in Maryland which is based on widely accepted and sound principles. These principles merit continued recognition as further changes to improve the system are contemplated.

Historically, public higher education in Maryland has been marked by gradual change. The University of Maryland, now governed by a Board of Regents, developed out of the Medical College established in 1807 along with the agricultural and technical schools brought into being by the Morrill Land Grant Act of 1862. The State Colleges, originally normal schools, became teachers colleges, and later in 1963 were transferred from the State Board of Education to their own Board of Trustees of State Colleges, and finally they were legislated into full-fledged arts and sciences colleges. The first community-junior colleges were established in 1946 and emerged, one-by-one, as local communities recognized their potential. As noted in Chapter I, a number of commission reports proposed broad plans for higher education. However, the development of higher education in Maryland was unrelated to any continuing overall design until 1968 when the Maryland Council for Higher Education developed Phase I of its Master Plan.

Within the past decade the three public sectors have come to be viewed as a tripartite system of higher education in Maryland. The Maryland Council for Higher Education is designated as the agency to provide Statewide coordination for this tripartite system and the private colleges and universities. In 1969, the State Board for Community Colleges was established to coordinate Community College activities within the tripartite system.

Coordinating agencies were established in Maryland to provide a more orderly structure for growth and development in an era of burgeoning enrollment, the opening of many new colleges, the proliferation of programs and services, and escalating institutional budgets. In this way, unilateral, unrelated, and piecemeal approaches to providing educational services, in a series of steps, have been replaced in Maryland by a tripartite arrangement for the coordination of higher education, while the major responsibility for governance is retained within each of the component segments of the tripartite system.

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[1] Article 8 which deals with education refers only to "free public schools", not higher education.

The State Board for Community Colleges and the local Community Colleges strongly advocate the continuance of the tripartite system of public higher education in Maryland. With regard to the Community College segment, one purpose of this Master Plan is to establish an operational framework which encourages institutional initiative by the Community Colleges under governance of local boards of trustees while at the same time recognizing the necessity for Statewide coordination of Community Colleges.

ROLE OF LOCAL BOARDS OF TRUSTEES

Originally, members of the boards of trustees of the Community Colleges were also members of the board of education of the local subdivision serving in a dual capacity. Legislation was enacted in 1968 providing the colleges with the option of separate boards wherever the original board was willing to relinquish its responsibility. By 1973, all but five of the colleges had separate boards of trustees. In keeping with recommendations in earlier Statewide studies in Maryland and more recently in reports of the Carnegie Commission, the State Board for Community Colleges recommends that local governing boards be separate from local boards of education, but recognizes that this is a decision to be made locally. Separate local governing boards will help to insure maximum flexibility and responsiveness to local postsecondary educational needs.

Board members are appointed for six-year terms by the Governor with the advice and consent of the Senate and are eligible for unlimited reappointment. In Baltimore City board members are appointed by the Mayor and City Council.

Boards of trustees have the authority to:[1]

- Establish and maintain Community Colleges;[2]
- Maintain and exercise general control over the Community Colleges, to keep separate records and minutes, and to adopt reasonable rules, bylaws, or regulations to effectuate and carry out this responsibility.
- Appoint a president of the Community College and fix the salaries and tenure of the president, faculty, and other employees;
- Purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the Community College;
- Determine entrance requirements and approve curricula, subject to minimum standards fixed by the State Board for Community Colleges;
- Charge reasonable fees to students with a view to making college education available at low cost to all qualified persons;
- Receive local, State, and federal funds to defray the cost of authorized college programs and to accept gifts from private persons.

The State Board supports the principle that operational decision making should continue at the local college level within the framework of policies established by the State Board for Community Colleges. It is the intention of the State Board to uphold this principle in every way possible.

ROLE OF THE STATE BOARD FOR COMMUNITY COLLEGES

A recent study of State-level governance of the Community Colleges in 43 states showed that in seven states the State Board performed a governing function, in ten the State Board carried out a combination of governing and coordinating functions, and in 26 states, including Maryland, the State Board had a coordinating function. Coordinating boards were defined as those legally charged with organizing, regulating, or otherwise bringing together overall Statewide policies or functions in areas of planning, budgeting, and programming but without authority to govern.[1]

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[1] Annotated Code of Maryland, Article 77A, Section 1 (a-j).

[2] The authority to establish and maintain a Community College is subject to approval by the State Board for Community Colleges (Article 77A, Section 1 (a).)

An analysis based on the organization of State-level boards having responsibility for Community Colleges shows that thirteen states, including Maryland, have created separate boards for Community Colleges, eleven place Community Colleges under boards of higher education, five place them within a university system, and fourteen states place them under boards of education.[2] While there is diversity of organization and function respecting state involvement with Community Colleges, the fact is that there is a decisive trend toward more state-level concern for Community Colleges.

Prior to July 1, 1969, when the State Board for Community Colleges came into independent existence, the Community Colleges were under the supervision of the State Board of Education. Creation of the State Board for Community Colleges constituted recognition of the importance of these institutions by providing leadership through an independent coordinating board.

The State Board for Community Colleges is made up of eight members, six of whom are appointed by the Governor with the advice and consent of the Senate for staggered six-year terms of office from among the citizens of the State ". . . who are known for their interest in civic and public affairs and for their knowledge and perception in educational matters".[3] The State Superintendent of Schools is a permanent member of the Board by virtue of his office and provides coordination with the public school system and the State Board for State Colleges of which he is also a permanent member. Coordination with the Maryland Council for Higher Education is achieved by a member of the State Board for Community Colleges who also serves as a member of the Council. In 1973, the General Assembly passed legislation to include a Community College student as an eighth member for a one-year term of office, to be nominated by the Community College Presidents and appointed by the Governor on the advice and consent of the Senate.

The State Board for Community Colleges has the following fourteen enumerated statutory powers, duties, and functions:[4]

1. To establish general policies for the operation of the State's Community Colleges;
2. To conduct studies on the problems of Community College education;
3. To assist the Community Colleges individually or collectively by providing expert professional advice in all areas of their activities;
4. To review and advise upon all curriculum proposals for newly established Community Colleges and for proposed major additions to or modifications of programs in existing Community Colleges;
5. To recommend, review, and advise upon proposals for the establishment of new Community Colleges;
6. To coordinate relationships among the Community Colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;
7. To facilitate the transfer of students between the Community Colleges and the University of Maryland, the State Colleges, and other institutions of higher education;
8. To coordinate relationships between the Community Colleges and the State and local public school systems and the private high schools in

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[1] Wattenbarger, J. L. and Sakaguchi, M.: *State Level Boards for Community-Junior Colleges: Patterns of Control and Coordination*, Institute of Higher Education, University of Florida, Gainesville, Florida, August 1971. p. 36.

[2] *Ibid.* p. 35.

[3] Annotated Code of Maryland, Article 77A, Section 8(a).

[4] Annotated Code of Maryland, Article 77A, Section 8(d).

order to facilitate cooperation with them in guidance and admission of students to the Community Colleges and arrange for the most advantageous use of facilities;

9. To establish and maintain a system of information and accounting of Community College activities;
10. To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;
11. To administer the State's program of support for the Community Colleges;
12. To assist and represent the Community Colleges in seeking and administering federal monies available to them;
13. To assist the Maryland Advisory Council for Higher Education in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the Community Colleges;
14. To report annually to the General Assembly on the Board's activities and the activities of the Community Colleges.

Planning, coordination, service, and leadership are the four major functions of the State Board for Community Colleges. Although there is a degree of overlapping in the areas covered by these terms, there is also a measure of distinction.

The planning function of the Board includes such activities as the development of a Statewide Community College Master Plan and reviewing and recommending new Community College programs and facilities.

The cordination function involves working with State agencies, such as the Board of Public Works, the Maryland Council for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the Board and its staff interrelates with the Maryland Council of Community College Presidents, the Maryland Association of Community-Junior Colleges, and a variety of campus organizations.

The service function implies a response to daily needs — the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops assisting Community Colleges to solve problems as they occur.

Leadership is exercised by the State Board in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which Community Colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems.

As the responsible agency for coordinating the orderly growth and development of the operating Community Colleges in Maryland, the Board recognizes that coordination is accomplished more effectively through leadership rather than mandatory control. At the same time, however, if the process of coordination is to serve the public interest, the role of the State Board in relation to the individual colleges and other agencies must be clearly defined. The Board must have the authority to act where there is a statutory assignment of responsibility.

In keeping with this principle, the State Board for Community Colleges makes the following recommendations:

- The State Board for Community Colleges should be recognized as the operational point of contact with respect to all State-level issues involving the Community Colleges.

The State Board for Community Colleges was established by the General Assembly to serve as the State-level coordinating body for Community Colleges. Establishment of the State Board has not, in some instances, eliminated the direct operational relationships which previously existed between the individual Community Colleges and various State agencies. If coordination is to be accomplished in an effective and efficient manner, then the State Board for Community Colleges should be the sole State agency relating directly to the Community Colleges on an operational basis.

- The State Board for Community Colleges should have the authority to approve Community College programs based on published criteria for the introduction of new programs. New programs will be approved according to the following sequence:

  Local Board of Trustees:

    Initiation and development of new programs;

    Preliminary approval at the local level.

  The Maryland Council for Higher Education:

    Determination as to the appropriateness of the program to the Community College segment;

    Its implications for other segments of higher education.

  The State Board for Community Colleges:

    Review of recommendations by local boards of trustees;

    Review of recommendations by the Maryland Council for Higher Education;

    Consistency with published program guidelines;

    Final approval by the State Board for Community Colleges.

Local boards of trustees have the responsibility and authority to initiate and develop new programs. Currently, local boards also have the statutory authority for new program approval or major revisions of existing programs, after review and recommendation by the appropriate State agencies. Although the current procedures for program approval do allow for State-level review, they do not prohibit unnecessary duplication of programs, nor do they insure the most effective use of the State's resources. The recommended program approval procedure preserves the concept of program initiative and development, including preliminary approval at the local level. They clarify the role of the respective State agencies in the approval process, avoid unnecessary duplication of State efforts, and insure the most effective deployment of the State's resources in higher education.

- Membership on the State Board for Community Colleges should reflect the federal requirements determining eligibility of Community Colleges applying for federal funds.

Title X, Part A, Section 1018 of the Higher Education Amendments of 1972, defines a Community College as ". . . any junior college, postsecondary vocational school, technical institute, or any other educational institution (which may include a four-year institution of higher education or a branch thereof) . . .". One of the purposes of the expanded definition of a Community College is to encourage a closer working relationship between the public and private sectors of postsecondary occupational education. Since the federal government will utilize its expanded definition of a Community College in determining eligibility for the allocation of funds under Title X, this factor should be included in considering the composition of the State Board for Community Colleges.

- The State Board for Community Colleges should be given the authority to receive and allocate federal funds earmarked for Community Colleges subject to approval by the State Clearinghouse.

One of the statutory responsibilities of the State Board for Community Colleges is ". . . to assist and represent Community Colleges in seeking and administering federal monies available to them." Other State agencies currently perform this function for

Maryland's Community Colleges. The recommended delegation of authority is consistent with the State Board's statutory responsibility.

- Authority to establish the Maryland Standards for Community Colleges should be delegated to the State Board for Community Colleges.

The State Board for Community Colleges has the statutory responsibility "to establish general policies for the operation of the State's Community Colleges." An important aspect of this responsibility relates to the establishment of general standards for Community Colleges. This responsibility is currently exercised by the State Board of Education. The State Board for Community Colleges should have this function in order to maintain consistency in its overall responsibilities.

- Within the limits of a single Community College district (a political subdivision of the State or a group of such subdivisions) there should be only one Community College with one administrative officer reporting directly to the governing board, regardless of the number of campuses.

Currently Maryland has two multi-campus Community Colleges in operation. Plans are underway to expand two existing single campus operations into multi-campus districts. There is also a possibility that at least one other institution will move in this direction. Enrollment projections indicate that approximately 70 percent of the total Community College student body in Maryland will be enrolled in multi-campus institutions by 1980; therefore, the organizational structure adopted by these colleges will have significant fiscal and service implications for the State. The recommended action is consistent with sound organizational and management practices throughout the country.

ROLE OF MARYLAND COUNCIL FOR HIGHER EDUCATION

The responsibility for coordinating the four sectors of higher education in Maryland, both public and private, rests with the Maryland Council for Higher Education. The Council was established by the General Assembly in 1963 as the Maryland Advisory Council for Higher Education. In 1968, the title was changed to the Maryland Council for Higher Education, indicative of the Council's emerging role as a system-wide coordinating body for higher education.

The scope of the Council for higher education is reflected in the membership of its board as required by law. The thirteen members are drawn from the general public, each of the three segments of public higher education, private colleges, and universities. The Council is concerned primarily with higher education issues which are inter-segmental in nature. This assignment requires the Council to identify the higher educational needs of the State and to make recommendations to insure that unnecessary duplication of programs and facilities among the various segments of higher education does not exist. Its specific statutory responsibilities include the following:[1]

- Prepare programs for the orderly growth and overall development of the State system of public higher education to meet trends in population and the changing social and technical requirements of the economy;
- Investigate and evaluate the needs throughout the State for undergraduate, graduates, and adult education, for professional and technical training and for research facilities, and present plans and recommendations for the establishment and location of new facilities and programs or for major alterations in existing programs or facilities;
- Recommend all new degree programs at the Doctoral, Master's, Baccalaureate, and Associate levels in all public institutions;
- Study and make recommendations regarding the Statewide coordination of

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[1] Annotated Code of Maryland, Article 77A, Section 30 (a).

the activities of the appropriate agencies, and institutions of higher learning, academically, administratively, and fiscally, with the objective of achieving the most effective and economical employment of existing education facilities and of fostering a climate of cooperation and unified endeavor in the field of public higher education;

- Set standards to be followed by the public institutions of higher education for the reciprocal acceptance of credits earned by students who transfer between said institutions;
- Secure, evaluate, compile, and tabulate data, statistics, and information on all matters pending before or of interest to the Council, from the agencies and institutions having custody of and responsibility therefor; and these several agencies and institutions shall respond to and comply with any reasonable request of the Council for such data, statistics, and information;
- Develop plans and programs for interstate and regional cooperation and reciprocal agreements in higher education;
- Study and make recommendations regarding the coordination of State and federal support of higher education;
- Make such other studies and reports concerning public higher education as the Governor or General Assembly may from time to time request.

The Maryland Council for Higher Education has also been designated as the agency required by Section 1202 of the Higher Education Amendments of 1972 and for implementation of Title X of that Act.

CLARIFICATION OF COORDINATING RESPONSIBILITIES

The relationship of the Maryland Council for Higher Education to the State Board for Community Colleges is unique in the tripartite structure of higher education in Maryland. In both the University and State College segments, the Maryland Council for Higher Education works directly with boards which govern entire segments. By contrast, the Maryland Council for Higher Education relates to a coordinating agency within the Community College segment, that is, the State Board for Community Colleges, which in turn relates to local college governing boards.

In the areas of program and facilities review and the recommendation of new colleges or new campuses, the statutory responsibilities of the Maryland Council for Higher Education and the State Board for Community Colleges overlap. Because the statutes do not clearly define the responsibilities and authority of these two agencies, the State Board for Community Colleges recommends that a general review of existing legislation should be made to clarify the coordinating roles and responsibilities of the State Board for Community Colleges and the Maryland Council for Higher Education with respect to such areas as:

- Review and approval of new programs;
- Evaluation of ongoing programs;
- The establishment of new campuses or colleges;
- The construction of physical facilities.

VIII. COMMUNITY COLLEGE PROFILES

The **Statewide Master Plan for Community Colleges in Maryland,** based upon student enrollment, programs, faculty, facilities, and cost, is actually a summary of the developments on individual campuses. Therefore, this chapter of the Master Plan is intended to provide a brief overview of the present status and future growth of the individual institutions. For each of the sixteen Community Colleges there are statements, submitted by the college, summarizing the institution's history, philosophy, and objectives. While the statements indicate collectively a general Statewide agreement on Community College philosophy and objectives, the individuality of each institution is readily apparent.

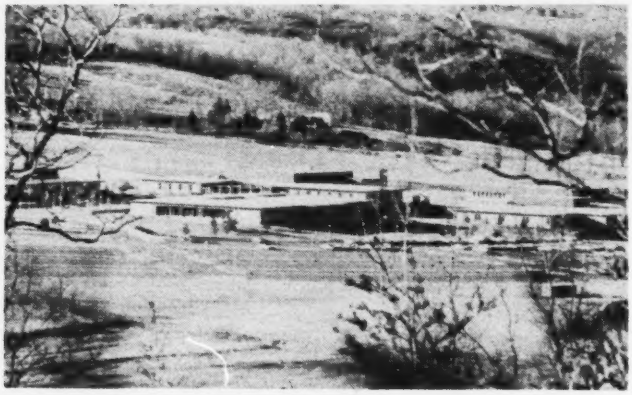
Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced annually over the next five-year period. From the listing it is apparent that continuing effort must be made to establish a standard taxonomy for uniform identification of programs across the State.

Ten-year enrollment projections have been prepared for each institution. For planning purposes, enrollment data are summarized in terms of full-time, part-time, total, full-time equivalent, and full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of space needs for each institution through 1983. Projected State capital construction costs reflect the current $6,000 bond maximum per full-time day equivalent student. The cost estimates are also based upon 1973 dollars.

The overview of each institution includes a ten-year linear projection of annual operating costs. Expenditures for each college are based upon enrollment projections and the estimated cost per full-time equivalent student.

Enrollment projections, the proposed introduction of new programs, facilities requirements, and estimates of operating and capital costs for each institution will be updated annually. These data will serve as the basis for requesting State operating and capital funds, as well as for the review of program proposals by the State Board for Community Colleges.

Allegany Community College



HISTORICAL

Allegany Community College was founded in August 1961, on a resolution of the Allegany County Board of Education, approved by the Allegany County Commissioners. The first students were enrolled in the former Carver School on Frederick Street, Cumberland, in September 1961. The College moved to a new 370-acre, $7,000,000 campus in suburban Cumberland in September 1969; regional accreditation by the Middle States Association of Colleges and Secondary Schools was received in June 1965. The Allegany County Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees in July 1970.

PHILOSOPHY AND OBJECTIVES

We believe that education is a process by which certain objectives of society are reached. We believe that education is sustained, utilized, and protected by society. This college, as an essential and integral part of the American way of life, has a direct relationship and responsibility to the community to serve as a leader in educational thought and practice. To this end, the educational resources of the institution are made availabe for use by the community. Education embraces knowledge, training, and aspiration. Consequently, we believe in the dissemination of knowledge, the liberation of minds, the development of skills, the promotion of free inquiry, the encouragement of the creative or inventive spirit, and the establishment of a wholesome attitude toward order and change.

Objectives of the College are: (1) The first two years of collegiate education leading to the Associate in Arts degree for students planning to transfer to four-year colleges and universities; (2) Two years of preprofessional collegiate education leading to the Associate in Arts degree for students who expect to pursue professional curricula at a university; (3) Two-year programs of a technical and general nature at a collegiate level also culminating in the Associate in Arts degree for students planning to enter directly into employment; and (4) Cooperative work study programs wherein the student combines the experiences of the classroom with those of the job.

PRESENT PROGRAMS

Arts and Sciences
Automotive Engineering
Business Administration
Business Management
Chemical Engineering
Computer Science
Data Processing
Dental Assisting
Dental Hygiene
Engineering Science
Forestry
Forestry Technology
General Studies
Law Enforcement
Medical Laboratory Technology
Mental Health Technology
Nursing
Quality Control
Secretarial Education
Secretarial with options
Teacher Education

PROJECTED PROGRAMS

Electro-Mechanical Technology - fy 1975
Recreational Aide - fy 1975
Teacher Aide - fy 1976
Environmental Science - fy 1979

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	830	351	1,181	1,089	781
1975	855	366	1,221	1,098	816
1976	880	381	1,261	1,108	851
1977	906	396	1,302	1,118	887
1978	931	411	1,342	1,127	923
1979	956	426	1,382	1,136	958
1980	981	441	1,422	1,145	993
1981	1,007	456	1,463	1,154	1,028
1982	1,032	471	1,503	1,158	1,064
1983	1,058	486	1,544	1,165	1,100

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	781	816	851	887	923	1,100
Library College Center Humanities Science Gymnasium Services	123,884					
Vocational-Technical Center Building (financed with federal and State Vocational Education funds)		33,563				

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$2,855,666	$2,855,666		–0–

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	1,089	1,098	1,108	1,118	1,127	1,165
Cost/FTE	$ 1,400	$ 1,470	$ 1,544	$ 1,621	$ 1,702	$ 2,172
Expenditures	$ 1,524,600	$ 1,614,060	$ 1,710,752	$ 1,812,278	$ 1,918,154	$ 2,530,380

Anne Arundel Community College

HISTORICAL

Anne Arundel Community College was formally established by the Anne Arundel County Board of Education on January 2, 1961. The College opened in September 1961 in the Severna Park High School offering classes in the late afternoon and evening. The College moved to a new campus (165 acres, $7,200,000) and new buildings in September 1967. In April 1968, the College was accredited by the Middle States Association of Colleges and Secondary Schools. The Anne Arundel County Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees July 1, 1970.

PHILOSOPHY AND OBJECTIVES

Anne Arundel Community College is a comprehensive, public community college. As such, the College's objectives are to provide:

(1) A general education program leading to an Associate in Arts degree allowing the student to transfer to a baccalaureate degree-granting institution or to terminate his formal collegiate training with the Associate in Arts degree;

(2) Career programs providing the Associate in Arts degree or a certificate preparing the student for employment in technical and paraprofessional positions;

(3) Continuing education for students of all ages who wish to take courses for personal enrichment, upgrading in present occupations; or for various other reasons;

(4) A community service program for the benefit of students and members of the community.

PRESENT PROGRAMS

Accounting
Architectural Technology
Business Administration
Arts and Sciences
Data Processing
Electrical Technology
Electronics Technology
Elementary Education
Engineering Science
General Studies
Government Service Assistant
Health, Physical Ed. & Recreation
Industrial Arts Education
Instructional Aide
Law Enforcement, Police Administration
Mechanical Technology
Medical Technology
Mental Health Technology
Multi-Media Technology
Nursing
Ocean Engineering
Police Science, Correctional Services
Retail Management
Secondary Education
Secretarial-with options
Teacher Education
Theatre Arts

PROJECTED PROGRAMS

Civil Engineering Technology - fy 1975

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	1,741	2,076	3,817	2,530	2,269
1975	1,868	2,245	4,113	2,682	2,371
1976	1,996	2,414	4,410	2,834	2,473
1977	2,123	2,583	4,706	2,987	2,575
1978	2,250	2,751	5,001	3,139	2,677
1979	2,377	2,920	5,297	3,291	2,779
1980	2,505	3,089	5,594	3,443	2,881
1981	2,633	3,258	5,891	3,595	2,983
1982	2,761	3,427	6,188	3,747	3,085
1983	2,890	3,594	6,484	3,901	3,189

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

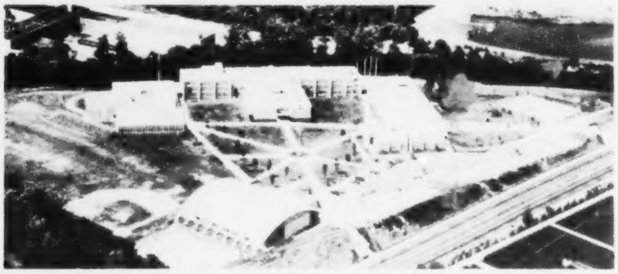
FY	1974	1975	1976	1977	1978	1983
FTDE	2,269	2,371	2,473	2,575	2,677	3,189
Library Math-Science Humanities Physical Education	105,112					
Career Building	81,527					
Student Center		16,987				
Physical Ed. Add.		10,540				
Theatre Arts		13,952				
Administration		10,624				
Classroom			34,502			
Student Center Add.			7,070			
Physical Ed. Add.			3,800			

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$6,665,690	$4,926,574		$7,462,074

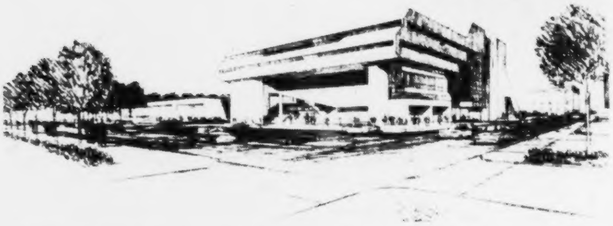
Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	2,530	2,682	2,834	2,987	3,139	3,901
Cost/FTE	$ 1,520	$ 1,596	$ 1,676	$ 1,760	$ 1,848	$ 2,358
Expenditures	$ 3,845,600	$ 4,280,472	$ 4,749,784	$ 5,257,120	$ 5,800,872	$ 9,198,558

Community College of Baltimore



Liberty Heights Campus



Harbor Campus

HISTORICAL (Liberty Heights Campus)

The Community College of Baltimore, originally known as the Baltimore Junior College, was founded by the Baltimore City School system in 1946. The College began primarily as a late afternoon and evening operation in a high school on February 3, 1947. In 1959, the College moved to its own campus on Liberty Heights Avenue. By 1965, the original structures had been completely removed, modern buildings constructed, and the campus redesigned. The College was accredited by the Middle States Association of Colleges and Secondary Schools in 1968. The Baltimore City Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees in December 1968.

HISTORIAL (Harbor Campus)

The Harbor Campus is a long-range project involving planning, development, and construction activities for about a decade. Formal and informal internal and external needs studies (1963-1973) confirmed the viability of a campus in the Inner Harbor area of Baltimore to serve the postsecondary education needs of the citizens, day and evening. Significantly, this campus will be an integral part of a larger rehabilitation effort known as the Charles Center-Inner Harbor Project. The total cost of the Harbor Campus Project is estimated to be about $14,400,000. This cost is funded by the State of Maryland at 53.5%, by the City of Baltimore at 46.5%, and by the federal government at a level of $600,000 to $1,000,000. Occupancy is scheduled for the fall of 1975.

PHILOSOPHY AND OBJECTIVES

The Community College of Baltimore is a public, comprehensive, coeducational, urban-oriented institution. In addition to its basic goals as a public two-year institution of higher education, the College is developing an ever-widening concept of its dedication and responsibility toward the revitalization and rehabilitation of the City of Baltimore. Human renewal, human resources, and the full development of the individual are fundamental to the improvement of our society and to the creation of a social, industrial, political, academic, aesthetic and moral climate wherein the dignity and worth of the individual personality become paramount. With this conviction, the Community College of Baltimore (together with other institutions of higher education and with other social, governmental, and industrial agencies) recognizes its obligation to provide all persons with an opportunity to develop their abilities and potentials to the optimum, to develop as citizens of a free society, to improve the quality of their critical thinking, and to extend their range of knowledge and their capacity for making personally and socially effective value judgments.

Since 1967, the College has been strongly committed to an open door enrollment policy. Careful to provide comprehensive, broad, diverse and relevant curricula and programs which permit each person the opportunity to fulfill his own unique goals, the College takes pride in its ability to offer an education not only of high quality but also one that is culturally enriched by the diversity of race, creed, and ethnic background of the student body.

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE	Year	Full-time	Part-time	Total	FTE	FTDE
1974	2,822	4,676	7,498	4,449	3,048	1979	3,442	5,873	9,315	5,310	3,912
1975	2,946	4,915	7,861	4,621	3,229	1980	3,566	6,112	9,678	5,483	4,056
1976	3,070	5,154	8,224	4,793	3,408	1981	3,690	6,351	10,041	5,655	4,200
1977	3,194	5,394	8,588	4,966	3,589	1982	3,814	6,590	10,404	5,827	4,344
1978	3,318	5,633	8,951	5,138	3,768	1983	3,938	6,832	10,770	6,001	4,489

PRESENT PROGRAMS (Liberty Heights Campus)

Accounting
Art
Arts and Sciences
Art-Education
Banking
Business Administration
Business Education-General
Commercial Art
Construction Technology
Data Processing
Dental Assisting
Dental Hygiene
Dental Laboratory Technology
Dietary Technology
Drafting with options
Early Childhood Education
Electrical Technology
Electronics Technology
Engineering Science
Fashion Design
Fire Protection Technology
Food Administration
Food Service Management
General Office Aide
General Studies
Government Service Assistant
Health Education
Health, Physical Ed. and Recreation
Heating, Air Cond. and Refrigeration
Hotel-Restaurant Management
Human Services
Industrial Arts Education
Interior Design
Labor Relations
Law Enforcement, Police Adm.
Management
Marketing and Advertising
Mechanical Technology
Medical Laboratory Technology
Medical Record Technology
Medical Technology
Mental Health Technology
Music
Music Education
Nursing
Occupational Therapy Assistant
Office Technology
Ornamental Horticulture
Physical Therapy Assistant
Plant Engineering
Plastic Technology
Police Science, Correctional Services
Radio, T.V.
Radiologic Technology (X-Ray)
Real Estate-Insurance
Recreation Aide
Recreation Leadership
Respiratory Therapy
Secretarial Education
Secretarial with options
Social Service Assistant
Speech, Drama
Stenographic
Teacher Education
Theatre Arts
Urban Development Assistant

PROJECTED PROGRAMS (Liberty Heights Campus)

Officials in Correctional Technology - fy 1975
Physicians' Assistant - fy 1976
Horticulture - fy 1977
Occupational Safety Technology - fy 1977
Photography - fy 1978
Avionics Technology - fy 1978

PROJECTED PROGRAMS (Harbor Campus)

Automotive Technology - fy 1976
Banking and Finance - fy 1976
Environmental Health Technology - fy 1976
Heating, Air Cond. and Refregeration - fy 1976
Highway Design, Safety Engineering - fy 1976
Interior Design-Fashion Design - fy 1976
Maritime and Marine Technology - fy 1976
Office Management Technology - fy 1976
Plastics Technology - fy 1976

PHYSICAL FACILITIES

Present end Projected Net Assignable Square Feet (Liberty Heights Campus)

FY	1974	1975	1976	1977	1978	1983
FTDE	3,048	3,229	3,408	3,589	3,768	4,489
Physical Ed. Bldg. Library Gen. Adm./Classrooms	203,888					
Nursing Facility		21,946				

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$2,809,068	$2,799,785	$2,346,394

Present end Projected Net Assignable Square Feet (Harbor Campus)

FY	1974	1975	1976	1977	1978	1983
FTDE						
Building A Building B			97,799 25,674			

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$7,245,171	$1,796,885	$ –0–

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	4,449	4,621	4,793	4,966	5,138	6,001
Cost/FTE	$ 1,400	$ 1,470	$ 1,544	$ 1,621	$ 1,702	$ 2,172
Expenditures	$ 6,228,600	$ 6,792,870	$ 7,400,392	$ 8,049,886	$ 8,744,876	$ 13,034,172

Catonsville Community College

HISTORICAL

Catonsville Community College is located on 137 acres of the former Knapp Estate on Rolling Road in Baltimore County. The estate property dates to 1679 and several of the old buildings on the property have historial significance. Six of them have been renovated for College use. To these, new construction has added six more buildings. Other buildings are under construction or in planning stages.

The College was founded, by action of the Baltimore County Board of Education, on April 12, 1956, and began operation, during afternoon and evening hours, in the nearby Catonsville Senior High School, before moving to the permanent campus in 1963. The College was accredited by the Middle States Association of Colleges and Secondary Schools in May of 1966.

PHILOSOPHY AND OBJECTIVES

Catonsville Community College is committed to serving people by responding to collective and individual needs with convenient, comprehensive, and diverse educational experiences. The College strives to create flexible educational environments which expand rather than limit access to learning. By participating in these educational environments, the individual should experience a growth which includes such values and goals as a realization of personal worth and potential, enhanced ability to think and feel with critical thought and discerning judgment, acceptance of responsibility for learning, competence in making and evaluating life choices, capacity to accept others and interact positively, and an ability to act constructively and creatively in a world of change.

To achieve these goals, the College endeavors to establish conditions under which age, financial situation, ethnic background and quality of prior schooling are no barrier to educational success; to provide counseling and developmental services; to provide curricula, programs and services to meet community and individual needs for transfer, career, cultural enrichment and continuing education; to extend programs to time schedules, locations, and media which make them available to those who could not otherwise be reached; to work toward improvement of instruction through growth opportunities for faculty and staff; to use a variety of educational approaches and media; to maintain an harmonious atmosphere where ideas can be freely exchanged; and to provide a model of democratic decision making whereby all members of the College community participate in its further development.

PRESENT PROGRAMS

Accounting
Advertising Art
Airline Ground Personnel
Airline Pilot Training
Airline Stewardess
Air Traffic Management
Air Transportation
Art- Applied Arts and Design
Art Education
Arts and Sciences
Biomedical Equipment Technology
Building Standards
Business Administration
Business Education - General
Chemical Technology
Child Care Center Management
Commercial Art
Communications Electronics
Computer Science
Data Processing
Digital Electronics
Drafting with options
Electronics Technology
Elementary Education
Engineering Science
Fire Protection Technology
General Studies
General Technology
Health, Physical Ed. and Rec
Industrial Arts Education
Law Enforcement, Police Admin.
Management
Marketing and Advertising
Marketing Management
Medical Laboratory Technology
Medical Technology
Mental Health Technology
Mortuary Science
Music
Music Education
Nursing
Physical Ed. and Recreation Technology
Police Science, Correctional Services
Quality Control
Real Estate-Insurance
Recreation Leadership
Retail Management
Secondary Education
Secretarial Education
Secretarial Science with options
Speech, Drama
Stenographic
Supermarket Management
Surveying Technology
Teacher Education
Traffic and Transportation

CATONSVILLE

PROJECTED PROGRAMS

- Automotive Maintenance Technology - fy 1975
- Hotel-Motel Management - fy 1975
- Industrial Maintenance - fy 1975
- Occupational Maintenance - fy 1975
- Small Engine Repair - fy 1975
- Tool and Die Maker - fy 1975
- Training and Development Technology - fy 1975
- Carpentry - fy 1976
- Electrical - fy 1976
- Plumbing - fy 1976
- Printing Management - fy 1976
- Production and Inventory Control Mgmt. - fy 1976
- Real Estate Management - fy 1976
- TV Production / Maintenance Technology - fy 1976
- Welding Technology - fy 1976
- Diesel Mechanics - fy 1977
- Emergency Medical Services - fy 1977
- Environmental Control Technology, Gentl - fy 1977
- Heating, Air Cond. and Refrigeration - fy 1977
- Sheet Metal - fy 1977
- Traffic Safety and Engineering Tech. - fy 1977
- Machine and Tool Design - fy 1978
- Power Transfer Technology - fy 1978

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE	Year	Full-time	Part-time	Total	FTE	FTDE
1974	2,768	4,871	7,639	4,582	3,300	1979	3,356	6,086	9,442	5,362	3,905
1975	2,885	5,114	7,999	4,738	3,421	1980	3,473	6,329	9,802	5,518	4,026
1976	3,002	5,357	8,359	4,894	3,542	1981	3,591	6,571	10,162	5,674	4,147
1977	3,119	5,600	8,719	5,050	3,663	1982	3,708	6,814	10,522	5,830	4,268
1978	3,238	5,843	9,081	5,206	3,784	1983	3,825	7,057	10,882	5,986	4,389

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	3,300	3,421	3,542	3,663	3,784	4,389
Administration Bldg. Faculty Office Bldg. Science Bldg. Student Serv. Bldg. Library Student Union Tudor House Electronics Lab. Computer Center Classroom Bldg. #1 & 2 Physical Ed. Bldg.	194,816	(2,116)				
Tech. Arts. Bldg.	32,617					
Admin/Fac. Addition		14,741				
P.E. Dev. Ctr. Ph. II		9,541				
Central Serv. Bldg.		5,471				
Human-Class. Bldg.		35,356				
Tech. Arts Bldg. Ph. II			17,687			
P.E. Dev. Ctr. Ph. III						14,000
Student Serv. Ctr. Ph. II						32,400
Classroom III						24,000
Technical Arts II						17,000

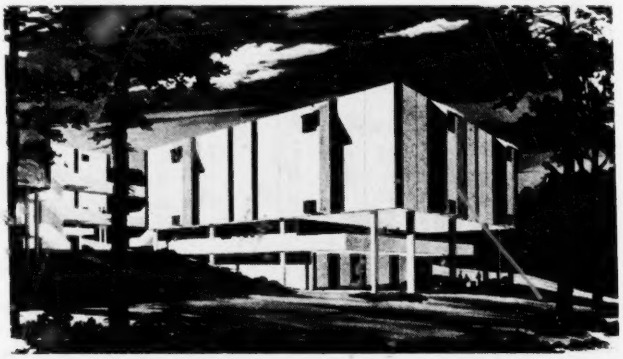
Bond Authorizations 1961-1972	
Allocated	Expended
$7,073,046	$5,877,328

Projected Bond Requirements
1973-83
$7,759,800

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	4,582	4,738	4,894	5,050	5,206	5,986
Cost/FTE	$ 1,684	$ 1,768	$ 1,856	$ 1,949	$ 2,046	$ 2,610
Expenditures	$ 7,716,088	$ 8,376,784	$ 9,083,264	$ 9,842,450	$ 10,651,476	$ 15,623,460

Cecil Community College



HISTORICAL

By a resolution in the Spring of 1968, the Commissioners of Cecil County agreed to "support and maintain a Community College". The Board of Education in June 1968, constituted itself the Board of Trustees of the Community College. Classes were begun on a late afternoon-evening basis in Elkton High School. In September 1970, the College moved to shared space at the new North East High School. The County and State cooperated in providing the initial all-purpose building at Bay View for 1972 occupancy. In April of 1970, the College received Recognized Candidate status with the Middle States Association of Colleges and Secondary Schools. A visiting team is expected in early 1974.

PHILOSOPHY AND OBJECTIVES

Cecil Community College is an institution designed to meet the higher educational needs of the community which it serves. The College recognizes its responsibility for leadership and attempts to develop and maintain a collegiate-level program sufficiently flexible to adjust to changing conditions and demands.

With its open door policy, Cecil Community College believes that everyone who is admitted to it should have an opportunity to succeed. The College also encourages the individual to aim for excellence through the fulfillment of his intellectual potential. It offers, therefore, developmental and advanced placement courses, transfer and career programs, general education and vocational preparation curricula, occupational and continuing education offerings. In addition, the College serves as a center for many cultural activities.

The College creates a social community both inside and outside of the classroom. It reflects the concerns of its students in as much as the basic pattern of authority and passivity to which they have been accustomed may be changing. It encourages students to move into a position which can improve their own self-image and their society. It teaches the student to regard higher education in a personal way and not just as an extension of previous education.

PRESENT PROGRAMS

Arts and Sciences
Business Administration
Business Management
Classroom Teacher Aids
Commercial Photography
Elementary Education
Engineering Science
General Studies
Law Enforcement
Law Enforcement, Police Administration
Medical Laboratory Assistant
Metals Fabrication Technology
Police Science, Correctional Services
Secondary Education
Secretarial-Medical
Secretarial Science

PROJECTED PROGRAMS

Adult Education - fy 1976
Child Care - fy 1976
Construction - fy 1976
Cooperative Education - fy 1976
Welding - fy 1976
Civil Technology - fy 1977
Environment - fy 1977
Heating - fy 1977
Hotel Management - fy 1977
Industrial Technology - fy 1977
Nursing - fy 1977
Agri-Business - fy 1978
Food Management - fy 1978
Machine Shop - fy 1978
Office Machines - fy 1979
Plastics Technology - fy 1979
Air Conditioning - fy 1980

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	212	554	766	399	356
1975	235	623	858	441	372
1976	258	692	950	482	388
1977	282	761	1,043	524	404
1978	306	830	1,136	566	420
1979	329	899	1,228	608	436
1980	352	968	1,320	650	452
1981	375	1,037	1,412	692	468
1982	398	1,106	1,504	734	484
1983	423	1,174	1,597	775	500

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	356	372	388	404	420	500
Admin/Classroom Bldg.	25,583					
Class-Office Bldg.						17,159
Phys. Ed.-Assembly Bldg./Voc-Tech Class-Combination Bldg.			32,302			

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$707,674	$707,674	$412,050

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	399	441	482	524	566	775
Cost/FTE	$ 1,465	$ 1,538	$ 1,615	$ 1,696	$ 1,781	$ 2,273
Expenditures	$ 584,535	$ 678,258	$ 778,430	$ 888,704	$ 1,008,046	$ 1,761,575

Charles County Community College

HISTORICAL

Charles County Community College was established by the Board of Education with the approval of the Board of County commissioners in September 1958. The College began in the La Plata High School as a late afternoon and evening operation. The College moved to the present campus in August 1968. Accreditation was received from the Middle States Association of Colleges and Secondary Schools in May 1968. The Charles County Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees in August 1970.

PHILOSOPHY AND OBJECTIVES

The purpose of Charles County Community College is to serve and to be responsive to the needs of the people of Southern Maryland by providing an open door system of higher education through which young people and adults, regardless of their academic background, may advance to the highest possible degree of academic achievement, technical excellence, occupational proficiency, and personal enrichment. In addition, Charles County Community College provides the Southern Maryland community with a center of intellectual, cultural, and social activity.

The objectives of the Community College are coextensive with the purposes and grow out of the basic philosophy of the College. These objectives are: (1) to provide the curricula, instruction, and environment fundamental to the student planning to transfer to another institution to pursue additional studies leading to the baccalaureate degree: (2) to offer college-level curricula of a technical-occupational nature for the student seeking specialized professional training; (3) to offer special service courses and continuing education programs for adults to develop needed occupational skills, and to further their personal and cultural growth as citizens in a responsible society; and (4) to develop facilities and promote activities through which the College may share the intellectual inquiry and cultural experience with the Southern Maryland community and to expand and stimulate the consciousness of citizens through special programs, lectures, drama, music, and library services.

PRESENT PROGRAMS

- Arts and Sciences
- Business Administration
- Classroom Teacher Aide
- Computer Science
- Data Processing
- Drafting
- Early Childhood Education
- Electronics
- Elementary Education
- Engineering Science
- Estuarine Resources Technology
- General Studies
- Law Enforcement, Police Administration
- Police Science, Correctional Services
- Pollution Abatement Technology
- Secretarial Science with options
- Solid Waste Technology
- Teacher Education

PROJECTED PROGRAMS

- Coastal Zone Management - fy 1975
- Industrial Management - fy 1975
- Library Technology - fy 1975
- Special Developmental Projects - fy 1976
- Public Service Careers - fy 1977

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	463	860	1,323	991	925
1975	537	987	1,524	1,079	967
1976	611	1,114	1,725	1,167	1,008
1977	686	1,241	1,927	1,256	1,049
1978	760	1,368	2,128	1,345	1,091
1979	834	1,495	2,329	1,434	1,133
1980	909	1,622	2,531	1,523	1,175
1981	984	1,749	2,733	1,611	1,217
1982	1,059	1,876	2,935	1,700	1,259
1983	1,132	2,004	3,136	1,788	1,300

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	925	967	1,008	1,049	1,091	1,300
Academic Administration, Science, and Technology	47,208					
Gymnasium		27,084				
Student Service Center		6,170				
Learning Resource Center			28,017			
Lab. & Classroom Bldg.						19,336

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$2,634,399	$1,582,420	$2,370,983

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	991	1,079	1,167	1,256	1,345	1,788
Cost/FTE	$ 1,780	$ 1,869	$ 1,962	$ 2,060	$ 2,163	$ 2,760
Expenditures	$ 1,763,980	$ 2,016,651	$ 2,289,654	$ 2,587,360	$ 2,909,235	$ 4,934,880

Chesapeake College

HISTORICAL

The Maryland General Assembly in 1965 enacted legislation providing for the creation of regional Community Colleges wherever two or more contiguous counties indicated their desire to cooperate in this type of educational enterprise. In December 1965, the four counties of Caroline, Kent, Queen Anne's, and Talbot jointly supported the organization of Chesapeake College. Classes opened in September 1967 in Queen Anne's County High School, Centreville. The College moved to its own campus on U.S. Route 50 and Maryland Route 662 in September 1968. The College was accredited by the Middle States Association of Colleges and Secondary Schools in the spring of 1970. The Board of Trustees has twelve members, three from each of the counties.

PHILOSOPHY AND OBJECTIVES

The purpose of the College is to make available, primarily to the residents of Caroline, Kent, Queen Anne's, and Talbot Counties, programs of instruction extending two years beyond the high school level, including but not limited to specialized or comprehensive curricula, including college credit transfer courses, career courses, and technical programs. The College provides programs of instruction leading to the Associate in Arts degree.

Chesapeake College functions as a public, coeducational two-year college for the citizens of the Eastern Shore of Maryland and is organized to offer services and opportunities to all those who are able to attend and can profit from the available curricula.

Chesapeake College aims to help each student to develop:

(1) The ability to think clearly, independently, and critically;
(2) The ability to express ideas;
(3) A foundation for occupational competence;
(4) An understanding of his own strength, capacities, motives, interests, and aspirations;
(5) A sense of responsibility to the community, State, nation, and world; and
(6) The experience and knowledge necessary to help him commit himself to the principles of honesty, integrity, and dependability.

PRESENT PROGRAMS

Arts and Sciences
Business Administration
Business Education - General
Business and Industrial Management
Business Management
Classroom Teacher Aide
Elementary Education
General Studies
Law Enforcement
Law Enforcement, Police Administration
Medical Laboratory Technology
Physical Education
Physical Ed. and Recreation Technology
Police Science, Correctional Services
Real Estate
Real Estate-Insurance
Recreation Aide
Recreation Leadership
Secondary Education
Secretarial Education
Secretarial Science
Stenographic
Teacher Education
Typist-Clerical

PROJECTED PROGRAMS

Marine Food Science Technology - fy 1975
    Option - Marine Science - fy 1976
    Option - Agriculture - fy 1977
Auto and Diesel Technology - fy 1978

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	344	271	615	472	377
1975	361	288	649	486	393
1976	378	305	683	500	409
1977	395	321	716	515	425
1978	412	338	750	530	441
1979	429	355	784	544	458
1980	446	371	817	558	476
1981	463	387	850	572	494
1982	480	404	884	586	510
1983	498	422	920	604	525

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	377	393	409	425	441	525
Humanities Bldg. Sciences Physical Ed. Bldg. Library Student Union	74,037					
Swimming Pool		11,000				
Arts Center				15,000		
Technical Center		11,000				

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$4,469,519	$2,749,825		–0–

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	472	486	500	515	530	604
Cost/FTE	$ 2,100	$ 2,205	$ 2,315	$ 2,431	$ 2,553	$ 3,259
Expenditures	$ 991,200	$ 1,071,630	$ 1,157,500	$ 1,251,965	$ 1,353,090	$ 1,968,436

Dundalk Community College

HISTORICAL

The Board of Trustees of the Baltimore County Community Colleges officially established a Community College in the Dundalk area in April 1968. The College opened in the fall of 1971 in temporary facilities at the Dundalk United Methodist Church. Classes were also held in local high schools and extension centers throughout the community. The College has earned Correspondent Status with the Middle States Association of Colleges and Secondary Schools. In January 1973, the College moved into the first building on its permanent campus. In June 1973, the College graduated its first class. Currently the College offers ten curricula ranging from Liberal Arts to Industrial Technology and Trade Union Administration.

PHILOSOPHY AND OBJECTIVES

The basic purpose at Dundalk Community College is to offer comprehensive programs which will help meet educational needs by preparing students for a fuller participation and involvement in society. We have an obligation to enrich the lives of each of our citizens, to raise the level of aspiration and accomplishment of the people whom we serve and to promote the cultural development of the entire community. For this reason, Dundalk Community College must serve as a stimulus to learning and a source of service for the diverse needs and activities of all our citizens.

We have a deep and abiding faith in the worth and dignity of the individual student; therefore, we believe that each person must be free to develop himself and to realize his own potential. We are dedicated to the policy of providing meaningful educational opportunities which will encourage the youth and adults of the area to enrich their lives and advance their careers.

To implement this philosophy the College operates on an open door policy; those individuals who may profit from attendance are encouraged to enroll. Opportunities for education should be available to persons continually, not just immediately after high school. Individuals respond to different learning situations and they learn at different rates of comprehension. We believe that every citizen has the right to a new beginning, regardless of his former academic record and that he can make a worthwhile contribution to society.

PRESENT PROGRAMS

Accounting
Arts and Science
Business Administration
Business and Industrial Management
Child Care Center Management
Elementary Education
General Studies
Industrial Technology (Manufacturing)
Instructional Aide
Secondary Education
Trade Union Administration

PROJECTED PROGRAMS

Real Estate-Insurance - fy 1975
Secretarial Science - fy 1975
Drafting - fy 1976
Electrical-Electronics - fy 1978
Legal Assistant - fy 1978
Maritime Technology - fy 1978
Multi-Media Technology - fy 1978
Social Science Assistant - fy 1978
Veterinary Science Assistant - fy 1978

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	211	752	963	583	427
1975	284	1,009	1,293	726	503
1976	357	1,266	1,623	869	579
1977	430	1,523	1,953	1,012	655
1978	503	1,780	2,283	1,155	731
1979	576	2,037	2,613	1,298	80
1980	650	2,294	2,944	1,441	883
1981	723	2,551	3,274	1,584	959
1982	796	2,808	3,604	1,727	1,034
1983	870	3,066	3,936	1,874	1,110

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	427	503	579	655	731	1,110
Admin-Classroom	12,860					
Class. Bldg. #1		19,725				
Learning Res. Ctr.				18,982		
Phys. Ed. Bldg.				22,275		
College Comm. Ctr.						16,017
Class. Bldg. #2						16,300

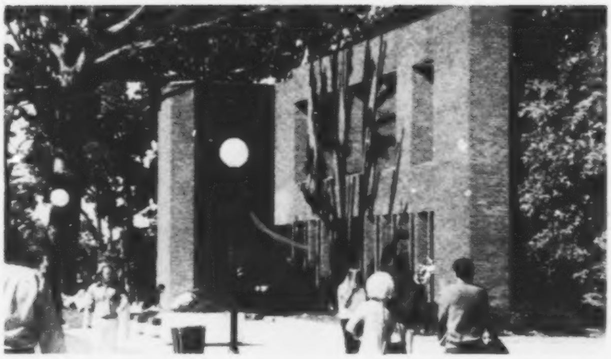
Bond Authorizations 1961-1972	
Allocated	Expended
$1,480,166	$871,246

Projected Bond Requirements
1973-83
$3,250,499

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	583	726	869	1,012	1,155	1,874
Cost/FTE	$ 2,100	$ 2,205	$ 2,315	$ 2,431	$ 2,553	$ 3,259
Expenditures	$ 1,224,300	$ 1,600,830	$ 2,011,735	$ 2,460,172	$ 2,948,715	$ 6,107,366

Essex Community College



HISTORICAL

Essex Community College was established by the Baltimore County Board of Education in April 1956. In September 1957, the College opened in Kenwood High School as a late afternoon and evening operation. The College was accredited by the Middle States Association of Colleges and Secondary Schools in May 1966. In January 1968, the College moved to its own 140-acre campus on Rossville Boulevard. The Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees on July 1, 1971.

PHILOSOPHY AND OBJECTIVES

One of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. The local community, as the center of American life, should provide the opportunity for the self-realization of each of its citizens. To assist in this purpose and to maximize their chances of success, Essex Community College maintains an open door to all citizens of the community it serves who may profit from attending.

The objectives of the College are: (1) to offer a two-year associate degree career-oriented program of studies preparing the student for employment in technical and paraprofessional positions; (2) to offer a university parallel program of the first two years leading to an associate degree, allowing the student to transfer to a four-year institution to complete work for a baccalaureate degree; (3) to provide specialized certificate programs equipping the student with marketable skills in less than two years; (4) to offer continuing education opportunities for those students who wish to pursue their education part-time, evening or day, on a degree, credit or audit basis; and (5) to provide a community services program making available the resources of the College in assisting the local community in the solution of community problems through education.

PRESENT PROGRAMS

Accounting
Art Education
Arts and Sciences
Banking
Business Education-General
Business & Industrial Mgmt.
Computer Science
Dental Assisting
Dental Hygiene
Early Childhood Education
Early Childhood Inst. Aide
Elementary Education
Engineering Science
General Studies
Health Services Management
Industrial Arts Education
Industrial Technology
Law Enforcement, Police Admin.
Management
Marketing and Advertising
Medical Laboratory Technology
Medical Technology
Mental Health Technology
Music
Music Education
Nuclear Medicine Technology
Nursing
Personnel Management
Physical Education
Physical Therapy Assistant
Physician's Assistant
Police Science, Correctional Sre.
Radiologic Technology (X-Ray)
Secondary Education
Secretarial Education
Secretarial Science with options
Social Service Assistant
Speech, Drama
Speech and Hearing Science
Teacher Education
Urban Development Assistant

PROJECTED PROGRAMS

American Studies - fy 1975
Data Processing - fy 1975
Hospitality Industry Tech. - fy 1975
Medical Photography - fy 1975
Mental Health-Alcohol - fy 1975
Mental Health - Geriatrics - fy 1975
Para Legal Assistant - fy 1975
Public Administration - fy 1975
Children's Physical Development Assistant - fy 1976
Communication Arts - fy 1976
Emergency Medical Technician - fy 1976
Environmental Science - fy 1976
Mental Health-Mental Retardation - 1976
Mental Health - Vocational Rehabilitation fy 1976
Photography Technician - fy 1976
Podiatric Assistant - fy 1976
Security Administration - fy 1976
Small Business Management - fy 1976
Statistical Technician - fy 1976
Technical Secretary - fy 1976
Engineering Associate - Industrial - fy 1977
Engineering Associate - Programming - fy 1977
Food Technology - fy 1977
Materials Science - fy 1977
Real Estate-Insurance - fy 1977
Forensic Science Technician - fy 1978
Transportation Management - fy 1978
Inhalation Therapy - fy 1979
Laboratory Animal Technician - fy 1979

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	2,724	2,877	5,601	3,791	3,358
1975	2,837	3,036	5,873	3,922	3,439
1976	2,949	3,195	6,144	4,053	3,520
1977	3,062	3,354	6,416	4,184	3,601
1978	3,174	3,513	6,687	4,315	3,682
1979	3,286	3,672	6,958	4,446	3,763
1980	3,399	3,831	7,230	4,577	3,844
1981	3,511	3,990	7,501	4,708	3,926
1982	3,624	4,149	7,773	4,839	4,007
1983	3,737	4,307	8,044	4,972	4,089

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

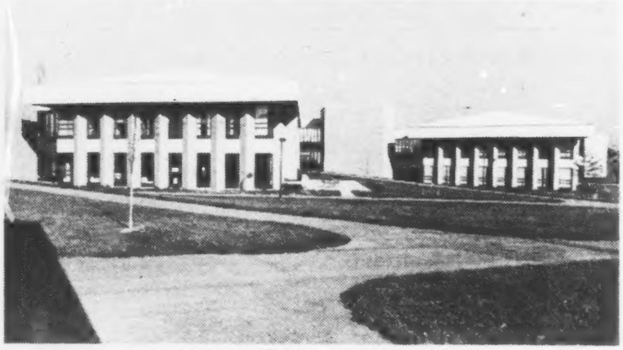
FY	1974	1975	1976	1977	1978	1983
FTDE	3,358	3,439	3,520	3,601	3,682	4,089
Instructional-Admin Humanities & Arts Library Phys. Ed. Bldg.	170,105					
College Comm. Ctr.	32,934					
Sci./Allied Health		38,805				
Maint. & Ops. Bldg.			12,670			
Soc. Sci/Couns. Ctr.					34,145	
Library Add.					16,000	
Voc.-Tech. Career Ctr.						31,700

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$7,769,526	$5,613,677		$7,336,413

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	3,791	3,922	4,053	4,184	4,315	4,972
Cost/FTE	$ 1,460	$ 1,533	$ 1,687	$ 1,771	$ 1,860	$ 2,375
Expenditures	$ 5,534,860	$ 6,012,426	$ 6,837,411	$ 7,409,864	$ 8,025,900	$ 11,808,500

Frederick Community College



HISTORICAL

Frederick Community College was established in 1957 through the action of the Frederick County Board of Education with the concurrent approval of the County Commissioners. Throughout its first years the College was forced to limit its offerings to an evening program. In 1966, the College moved to a vacant elementary school in downtown Frederick City and, for the first time, offered a day and evening program. The College occupied its new 110-acre campus on Oppossumtown Road in September 1970. The College received accreditation from the Middle Atlantic Association of Colleges and Secondary Schools in December 1971.

PHILOSOPHY AND OBJECTIVES

The future of our country rests upon the development of the maximum capacities of its peope, both for self-realization and for the common good. As our modern American society becomes more complex and sophisticated, the need for education beyond high school becomes a public responsibility for the vast majority of the population. To meet this increasing educational need at the local level, the College, a community facility, gears its programs to satisfy the demands of individual citizens in community development, in identification and solution of community problems, in cultural activities, and in a center for leisure time experiences.

To implement its stated philosophy, Frederick Community College aims to provide experiences which help students to: (1) appraise realistically their goals, achievements, and behavior; (2) expand their knowledge and understanding of the world about them; (3) practice ethical behavior based on moral and spiritual values; (4) prepare for adult responsibilities as citizens and as members of family and community groups; (5) develop skills and techniques useful for further academic study, occupational proficiency, and more satisfying living; (6) develop aesthetic appreciation of literature, music, the visual arts, and their cultural heritage; (7) develop social responsibilities and leadership characteristics and learn how to participate in a democratic society; (8) learn to judge individuals and issues critically and base decisions and conduct on such judgment; and (9) understand conditions for healthful and effective living and develop social poise and mature conduct.

PRESENT PROGRAMS

Accounting
Arts and Sciences
Aviation Maintenance Technology
Business Administration
Business Management
Data Processing
Electronics Technology
Elementary Education
Industrial Arts Education
Instructional Aide
Nursing
Park Operation and Management
Retail Management
Secretarial Science
Stenographic

PROJECTED PROGRAMS

Avionics Technology - fy 1975
Dental Office Assistant - fy 1975
Early Childhood Development - fy 1975
Graphic Communication Technology - fy 1975
Industrial Technology - fy 1975
Landscape Horticulture - fy 1975
Wholesale Sales Management - fy 1975
Architectural and Construction Technology - fy 1976
Automotive and Truck Technology - fy 1976
Personnel Management - fy 1977
Speech and Audiology Assistant - fy 1977
Urban Planning Technology - fy 1977
Environmental and Health Control Technology - fy 1978
Government Administrative Assistant - fy 1978
Materials Handling Technology - fy 1978
Social Service Assistant - fy 1978
Veterinary Assistant - fy 1978

FREDERICK

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	508	702	1,210	841	728
1975	554	777	1,331	892	761
1976	600	852	1,452	944	794
1977	647	927	1,574	996	827
1978	694	1,002	1,696	1,047	860
1979	741	1,077	1,818	1,098	893
1980	787	1,152	1,939	1,150	926
1981	833	1,227	2,060	1,202	959
1982	880	1,302	2,182	1,253	992
1983	926	1,378	2,304	1,305	1,025

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	728	761	794	827	860	1,025
Administration and Library Science Lab. Classroom and Student Serv. Gymnasium	69,980					
Competion Bldg. "C"		8,617				
Assembly & Office						17,800
560 Additional parking spaces						

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$2,169,723	$1,980,723	$985,000

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	841	892	944	996	1,047	1,305
Cost/FTE	$ 1,580	$ 1,659	$ 1,742	$ 1,829	$ 1,920	$ 2,451
Expenditures	$ 1,328,780	$ 1,479,828	$ 1,644,448	$ 1,821,684	$ 2,010,240	$ 3,198,555

Garrett Community College

HISTORICAL

Garrett Community College was officially organized in 1966 by action of the Garrett County Board of Education with the concurrent approval of the Garrett County Commissioners. The Board of Education in its role as Board of Trustees acquired a site in McHenry and constructed the necessary buildings to open the College in September 1971. The College now has Candidate Status with the Middle States Association of Colleges and Secondary Schools.

PHILOSOPHY AND OBJECTIVES

Garrett Community College is a comprehensive community college in that it adheres to the philosophy that a community college should provide a variety of educational opportunities at a low cost to the students it serves. To implement this concept, the College maintains the following beliefs:

(1) The individual in our society is of such importance that he should be extended the opportunity for self-fulfillment through educational opportunity regardless of race, ethnic background, religious or political belief, or place of birth;
(2) American education is committed to a democratic way of life, recognizing both its freedoms and its responsibilities and that education must provide training for active, intelligent, and effective participation in such a democratic society;
(3) An educational institution must be responsive to the needs, interests, and problems of our society and must be a contributing factor to the improvement of our society;
(4) Education should provide orientation to the needs, demands, and opportunities of vocational services including professional, paraprofessional, technical, and skilled persons of varied levels; and
(5) The changing nature of society today demands that an educational institution must continually evaluate its effectiveness in performing its integral role in that society.

PRESENT PROGRAMS

Accounting
Administration
Arts and Sciences
Business Education-General
Business Management
Classroom Teacher Aide
Construction Technology
Early Childhood Instr. Aide
Elementary Education
Environmental and Renewable Res. Tech.
Forest Technology
Forestry
General Studies
Human Services
Instructional Aide
Resources Technology
Retail Management
Secretarial Medical
Secretarial Science with options
Social Service Assistant

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	115	147	262	199	144
1975	125	158	283	205	150
1976	133	169	302	211	156
1977	142	181	323	217	162
1978	150	193	343	223	168
1979	158	204	362	229	174
1980	166	215	381	236	180
1981	174	227	401	242	187
1982	182	239	421	248	193
1983	190	253	443	254	200

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	144	150	156	162	168	200
Commons Building Academic Building Gymnasium	32,489					
Enclose vestibule to gym						
Pave parking lot and street						
Tennis courts						

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$812,500	$812,500	$34,500

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	199	205	211	217	223	254
Cost/FTE	$ 2,200	$ 2,310	$ 2,426	$ 2,547	$ 2,674	$ 3,413
Expenditures	$ 437,800	$ 473,550	$ 511,886	$ 552,699	$ 596,302	$ 866,902

Hagerstown Community College

HISTORICAL

Hagerstown Junior College was established by the Board of Education in September 1946. In the same month the College opened its doors for late afternoon and evening classes in the Hagerstown High School. The College moved to a separate building on the new South Hagerstown High School Campus in September 1956. This arrangement made possible for the first time the offering of a day program. Classes were held on the present 129 acre campus at 751 Robinwood Drive beginning in 1966. The College received accreditation from the Middle States Association of Colleges and Secondary Schools in April 1968. The Washington County Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees in July 1971.

PHILOSOPHY AND OBJECTIVES

Hagerstown Junior College is a community-oriented public two-year college which acts upon the belief that all who seek further education should have this opportunity. Hagerstown Junior College is designed to satisfy the needs of the people to be served by:

(1) developing the skills and basic intellectual qualities in them for further education and occupational competence;
(2) expanding their knowledge about themselves and the world in which they live;
(3) providing them with the opportunity to pursue cultural and intellectual interests;
(4) encouraging them to think logically and critically;
(5) aiding them in the realistic appraisal and fulfillment of their goals, abilities, and achievements; and
(6) fostering an awareness of their obligation in a democratic society.

PRESENT PROGRAMS

Accounting
Arts and Sciences
Business Administration
Communications
Data Processing
Early Childhood Instr. Aide
Electrical-Electronics Technology
Engineering Science
Food Service Management
General Merchandising
Law Enforcement, Correctional Services
Mechanical Technology
Medical Laboratory Technology
Nursing
Police Science, Correctional Services
Radiologic Technology (X-Ray)
Secretarial Science with options
Teacher Education
Typist-Clerical

PROJECTED PROGRAMS

Civil Technology - fy 1976
Drafting - fy 1977

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	854	689	1,543	1,164	1,067
1975	915	749	1,664	1,227	1,115
1976	976	809	1,785	1,290	1,163
1977	1,037	869	1,906	1,353	1,211
1978	1,098	929	2,027	1,416	1,259
1979	1,159	989	2,148	1,479	1,307
1980	1,220	1,049	2,269	1,542	1,355
1981	1,281	1,109	2,390	1,605	1,403
1982	1,342	1,169	2,511	1,668	1,451
1983	,401	1,225	2,626	1,732	1,500

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE	1,067	1,115	1,163	1,211	1,259	1,500
Administration Bldg.	4,092					
Student Center	5,788					
Library	8,891					
Science Bldg.	10,835					
Classroom Building	15,182					
Physical Ed. Bldg.	14,821					
Alter. to Career Ctr. Bldg.		44,862				
Outdoor Athletic Facility						
Alter. to Admin. Bldg.		992				
Ext. of Auditorium in Classroom Bldg.			3,700			
Add. to Admin. Bldg.						2,850
Add. to Phys. Ed. Bldg.						2,900

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$1,391,147	$1,210,402	$1,494,428

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	1,164	1,227	1,290	1,353	1,416	1,732
Cost/FTE	1,495	$ 1,570	$ 1,649	$ 1,731	$ 1,818	$ 2,319
Expenditures	[illegible] 740,180	$ 1,926,390	$ 2,127,210	$ 2,342,043	$ 2,574,288	$ 4,016,508

Harford Community College

HISTORICAL

Harford Community College was established by the Harford Board of Education in 1957. The College began as a late afternoon and evening operation in the Bel Air Senior High School. In August 1964, the College moved to its new 204-acre campus on Thomas Run Road. The College was accredited by the Middle States Association of Colleges and Secondary Schools in May 1967.

PHILOSOPHY AND OBJECTIVES

Harford Community College is a comprehensive institution. Philosophically, the College is committed to extending educational opportunities at the immediate post-high school level by providing low-cost, high-quality education within commuting distance of all citizens in the County, and by offering broad and flexible programs of study.

The specific objectives of Harford Community College are to develop in each student:

(1) The ability to think clearly, independently, and critically;
(2) The ability to collect and weigh evidence;
(3) The ability to express ideas;
(4) A foundation for occupational competence;
(5) A sense of responsibility to the community;
(6) Appreciation of his artistic, intellectual, social, political, and scientific heritage;
(7) A rational and critical attitude toward contemporary problems;
(8) The experience and knowledge necessary to help him commit himself to certain ethical principles; and
(9) Poise, initiative, emotional maturity, physical development, and the ability to maintain mutually satisfying and creative relationships with individuals and groups.

PRESENT PROGRAMS

Arts and Sciences
Automotive Engineering
Automotive Specialities
Broadcasting
Business Administration
Data Processing
Drafting-Surveying Assistant
Electronics Technology
Engineering Science
General Studies
Interior Decorating
Laboratory Technology
Law Enforcement
Nursing
Office Careers
Photo-offset Lithography
Secretarial Science - with options
Teacher Education

PROJECTED PROGRAMS

Law Enforcement & Criminal Justice - fy 1976
Real Estate - fy 1976
Retail Management - fy 1976
Day Care Management - fy 1977
Recreation Management - 1977
Construction Technology - fy 1978

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	1,023	1,850	2,873	2,056	1,423
1975	1,103	2,025	3,128	2,129	1,487
1976	1,183	2,200	3,383	2,202	1,551
1977	1,263	2,375	3,638	2,275	1,615
1978	1,343	2,550	3,893	2,348	1,679
1979	1,423	2,725	4,148	2,421	1,743
1980	1,503	2,900	4,403	2,494	1,807
1981	1,583	3,075	4,658	2,567	1,871
1982	1,663	3,250	4,913	2,640	1,935
1983	1,746	3,423	5,169	2,714	2,000

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

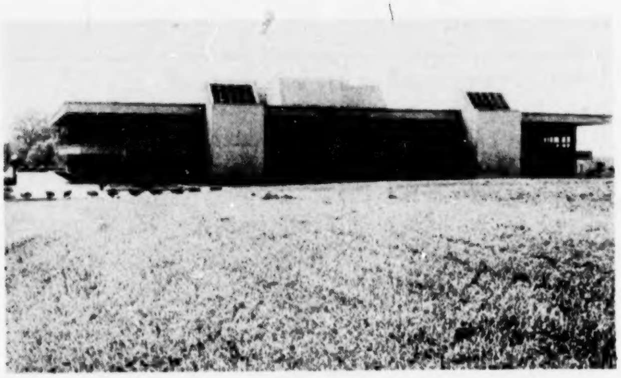
FY	1974	1975	1976	1977	1978	1983
FTDE	1,423	1,487	1,551	1,615	1,679	2,000
Fine Arts Bldg. Science Bldg. Academic Bldg. P.E. Bldg. Library Voc.-Tech. Center Admin. Bldg. Comm. Serv. Bldg. Student Personnel Cent. Rec. Bldg. Student Center	120,207					
Learning Res. Ctr.	36,394					
Allied Health Bldg.		9,200				
Admin. Bldg.				12,500		
P.E. Addition				8,800		
Maint. Bldg.				4,500		
Class-Lab-Off Bldg.						31,000

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$3,112,269	$3,073,457	$4,095,215

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	2,056	2,129	2,202	2,275	2,348	2,714
Cost/FTE	$ 1,440	$ 1,512	$ 1,588	$ 1,667	$ 1,750	$ 2,234
Expenditures	$ 2,960,640	$ 3,219,048	$ 3,496,776	$ 3,792,425	$ 4,109,000	$ 6,063,076

Howard Community College



HISTORICAL

Howard Community College was founded by the Board of Education of Howard County and formally authorized by the Howard County Commissioners in March 1966. During the summer of 1969 construction began on the new 119-acre campus located off Little Patuxent Parkway in Columbia. Classes were held for the first time in the new facilities in October 1970. The Howard County Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees in July 1971. The College advanced from Correspondent to Candidate Status in December 1972.

PHILOSOPHY AND OBJECTIVES

Howard Community College strives to:

(1) Maintain an open door admissions policy limited only by the College's human and physical resources;
(2) Offer learners a functional core of general education courses that will contribute to the development of a comprehensive understanding of themselves, their fellowmen, their community, their constantly evolving environment, and their nation;
(3) Maintain an environment which focuses on the learning needs of a heterogeneous student body;
(4) Develop a wide range of educational experiences to include career education, transfer programs, adult education, and community services;
(5) Maintain active and effective liaison with the various segments of the community of Howard County;
(6) Maximize both learning and instructional potential by implementing a systems approach to learning throughout the institution;
(7) Provide an active program of counseling and guidance which is an integral part of the educational program;
(8) Continually review the educational offerings to respond to changing community needs; and
(9) Maintain an effective system of internal governance through active involvement of representatives of the major areas (administration, faculty, students, support staff) of the College.

PRESENT PROGRAMS

Arts and Sciences
Biomedical Engineering Technology
Business Administration
Data Processing
Electronics Technology
General Studies
Marketing and Advertising
Nursing
Retailing
Secretarial Science
Stenographic
Teacher Education

PROJECTED PROGRAMS

Early Childhood Education - fy 1975
Plant Science - fy 1975
Real Estate - fy 1975
Recreation - fy 1975
Surveying - fy 1975
Air Conditioning, Heating and Refrigeration - fy 1976
Business Management - fy 1976
Food Management - fy 1976
Photography - fy 1976
Government Aide - fy 1977

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE
1974	462	905	1,367	891	557
1975	607	1,191	1,798	1,112	723
1976	752	1,477	2,229	1,333	889
1977	897	1,762	2,659	1,554	1,055
1978	1,042	2,047	3,089	1,775	1,221
1979	1,187	2,333	3,520	1,996	1,387
1980	1,332	2,619	3,951	2,217	1,553
1981	1,477	2,905	4,382	2,437	1,719
1982	1,622	3,191	4,813	2,657	1,884
1983	1,770	3,475	5,245	2,876	2,050

PHYSICAL FACILITIES

Present and Projected Net Assignable Square Feet

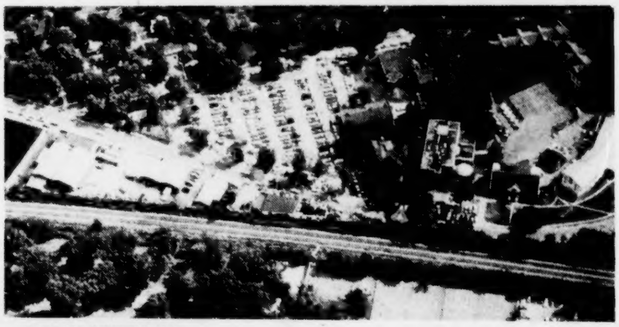
FY	1974	1975	1976	1977	1978	1983
FTDE	557	723	889	1,055	1,221	2,050
Existing Building	48,923					
Nursing Ed. Bldg.		17,520				
Learning Res. Ctr.			27,000			
Physical Ed., Lab & Classrooms			25,000			
Alterations to existing bldg.						

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$1,646,383	$1,611,418	$3,087,810

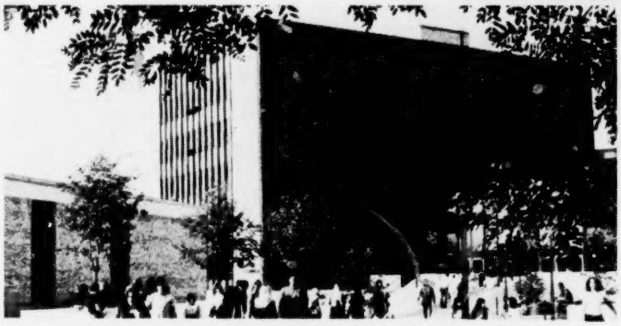
Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	891	1,112	1,333	1,554	1,775	2,876
Cost/FTE	$ 2,100	$ 2,205	$ 2,315	$ 2,431	$ 2,553	$ 3,259
Expenditures	$ 1,871,100	$ 2,451,960	$ 3,085,895	$ 3,777,774	$ 4,531,575	$ 9,372,884

Montgomery College



Takoma Park Campus



Rockville Campus

HISTORICAL (Takoma Park Campus)

Montgomery College was organized in the spring of 1946 as the higher education division of the Montgomery County school system. Evening classes began in a local high school in September 1946. In the fall of 1950, the first college-owned campus was acquired in Takoma Park with the purchase of the Bliss Electrical School property. The College was first accredited by the Middle States Association of Colleges and Secondary Schools in April 1950. The Montgomery County Board of Education voluntarily relinquished the governance of the College to a separate Board of Trustees in January 1969. The redevelopment of the Takoma Park Campus is in progress and is projected to cost about $15,000,000.

HISTORIAL (Rockville and Succeeding Campuses)

In September 1965, the Rockville campus became a part of the Montgomery College. By 1973, the 84-acre campus with its numerous buildings had cost more than $21,000,000.

The State has allocated $750,000 for the purchase of a site in the Germantown area of approximately 240 acres. Present plans call for an expenditure of more than $8,000,000 between 1978 and 1983.

The College anticipates that additional facilities will be required to meet the higher educational needs of Montgomery County in the decade ahead. Planning is underway for the possible development of a fourth campus.

PHILOSOPHY AND OBJECTIVES

The philosophy of Montgomery College is expressed in the following generalizations: The College must strive for excellence in each of its different programs with the aim of educating each individual to the level of his highest potential; the College has an obligation to keep its program varied in accordance with the changing educational needs and interests of the community; the College believes that a sound guidance and counseling program is an essential part of a community college program; and the College will require of its students academic performance of high quality and rigorous intellectual discipline.

The primary aim of Montgomery College is to create an educational environment which opens opportunities for each student to learn and to work in a community of scholars and to develop the following abilities and attitudes: (1) to appraise realistically his goals, abilities, achievements, and behavior; (2) to expand his knowledge, understanding, and appreciation of the world about him; (3) to prepare for adult responsibilities as a citizen and a member of family and community groups; (4) to practice social conduct based on ethical and spiritual values; (5) to develop skills and basic intellectual qualities for further higher education, continuing education, and occupational proficiency; (6) to develop aesthetic appreciation of literature, music, the visual arts, and his cultural heritage; and (7) to develop social responsibilities and leadership characteristics and to learn how to participate in our society.

PRESENT PROGRAMS (Takoma Park Campus)

- Art
- Arts and Sciences
- Business Administration
- Business Education-Genl.
- Computer Science
- Data Processing
- Dental Assisting
- Dental Laboratory Tech.
- Elementary Education
- Engineering Science
- General Studies
- Home Economics
- Management
- Marketing and Advertising
- Medical Laboratory Assistant
- Medical Laboratory Technology
- Medical Technology
- Mental Health Technology
- Nursing
- Radiologic Technology (X-Ray)
- Secondary Education
- Secretarial Education
- Secretarial Science with options

PRESENT PROGRAMS (Rockville Campus)

- Accounting
- Advertising Art
- Architectural
- Art
- Arts and Sciences
- Business Administration
- Business Education-Genl.
- Cartography
- Civil Technology
- Community Planning
- Computer Operator
- Computer Science
- Data Processing
- Education for Industry
- Electronics Technology
- Elementary Education
- Engineering Science
- Fire Protection Technology
- Fire Science
- Food Service Management
- General Studies
- General Technology
- Geography
- Health, Phys. Ed. and Rec.
- Hotel-Restaurant Management
- Industrial Arts Education
- Instructional Aide
- Law Enforcement, Police Adm.
- Managment
- Marketing and Advertising
- Mechanical Technology
- Medical Technology
- Music
- Music Education
- Police Science, Correct. Serv.
- Printing Technology
- Recreation Leadership
- Secondary Education
- Secretarial Education
- Secretarial Science with options
- Theatre Arts

PROJECTED PROGRAMS (Rockville Campus)

- Computer Technician - fy 1975
- Corrections - fy 1975
- Home Economics - fy 1976

PROJECTED PROGRAMS (Germantown Campus)

- Business and Governmental Services - fy 1977
- Humanities - fy 1977
- Human Services - fy 1977
- Information Technology - fy 1977

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE	Year	Full-time	Part-time	Total	FTE	FTDE
1974	6,211	5,264	11,475	7,890	7,390	1979	8,271	7,354	15,625	10,370	9,461
1975	6,623	5,682	12,305	8,386	7,886	1980	8,683	7,772	16,455	10,866	9,775
1976	7,035	6,100	13,135	8,882	8,382	1981	9,095	8,190	17,285	11,362	10,089
1977	7,447	6,518	13,965	9,378	8,833	1982	9,507	8,606	18,113	11,858	10,403
1978	7,859	6,936	14,795	9,874	9,147	1983	9,917	9,023	18,940	12,356	10,718

MONTGOMERY

PHYSICAL FACILITIES

(Takoma Park Campus)

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE					1,750	1,750
Classroom/Lab. and Office clusters		32,509			10,210	
Add. to Science Bldg.			26,424			
Alter. to Science Bldg.				13,050		
Add. to Library			25,353			
Alter. to Library				6,903		
Student Service Areas				13,164		
Physical Education				28,346		
Food				8,600		
Assembly					12,990	
Other				6,836		

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$1,611,332	$194,932		$3,638,668

PHYSICAL FACILITIES

(Rockville Campus)

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE					5,300	5,300
Academic Bldg. Administration Bldg. Student Bldg. Science Bldg. Gymnasium Technical Bldg. Library	430,992					
Central College Office				10,000		
Site Improvement						
Phase II						
Construction						
Parking						

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$9,118,454	$8,112,219		$753,635

PHYSICAL FACILITIES

(Germantown Campus)

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE				1,400	1,400	1,400
Classroom				17,340		
Laboratory				36,924		
Office				18,480		
Study				15,000		
Special Use				26,466		
General Use				22,190		
Support				3,000		

Bond Authorizations 1961-1972			Projected Bond Requirements
Allocated	Expended		1973-83
$750,000	–0–		$3,450,000

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	7,890	8,386	8,882	9,378	9,874	12,356
Cost/FTE	$ 2,051	$ 2,154	$ 2,262	$ 2,375	$ 2,494	$ 3,184
Expenditures	$ 16,182,390	$ 18,063,444	$ 20,091,084	$ 22,272,750	$ 24,625,756	$ 39,341,504

Prince George's Community College

Largo Campus

Clinton Campus

HISTORICAL (Largo Campus)

Prince George's Community College was founded in 1958 by the Board of Education of Prince George's County on the recommendation of a temporary lay advisory committee which had been appointed by the Board. The College first held classes in September 1958, at the Suitland Senior High School in the late afternoon and evening. The College moved to its new 150-acre campus at Largo in June 1967. Accreditation was received from the Middle States Association of Colleges and Secondary Schools in May 1969. The Prince George's County Board of Education voluntarily relinquished governance of the College to a separate Board of Trustees July 1969.

HISTORIAL (Clinton Campus)

The Clinton Campus was purchased for college use by the Board of Education in 1969. It was formally acquired by the College in 1972. An educational master plan for Prince George's Community College is now in preparation. It will discuss the function of the Clinton Campus as well as the possible need for a campus in the northern part of the County. The first phase of the construction at Clinton is currently scheduled for 1978.

PHILOSOPHY AND OBJECTIVES

The College operates under an open door policy to all high school graduates and other adults who qualify for specific programs. For a low tuition, students are admitted without regard to race, color, religion, or social status. By creating a total educational environment, the College is committed to helping each student realize his potential limited only by individual abilities and aspirations. The College assumes leadership in identifying and evaluating the needs of the community and responding to the demands of a changing society.

Prince George's Community College, cognizant of its obligation to the students it serves and the community for which it exists, has established the following aims and objectives:

(1) To provide effective learning programs by implementing the most efficient research and development in curricula and teaching methods applicable to the students of our community;
(2) To establish and maintain a close faculty-student relationship through personal conferences, supplemented by a professional guidance and counseling program;
(3) To encourage the student in the habit of independent thought; increase his ability to communicate with others and expand his capacity to make critical judgments; and
(4) To broaden the student's understanding of mankind's history, experience, and behavior.

PRESENT PROGRAMS (Largo Campus)

Accounting
Art
Arts and Sciences
Business Administration
Business Education-General
Business and Industrial Mgmt.
Civil Technology
Computer Science Technology
Data Processing
Dental Assisting
Drafting
Electrical Technology
Elementary Education
Engineering Science
Fire Protection Technology
General Studies
Health Education
Health, Physical Ed. and Recreation
Industrial Arts Education
Industrial Technology
International Affairs
Law Enforcement, Police Adm.
Management
Marketing Management
Mechanical Technology
Medical Laboratory Assistant
Medical Laboratory Technology
Mental Health Clinician
Music
Nursing
Police Science, Correctional Serv.
Radiologic Technology (X-Ray)
Recreation Leadership
Secondary Education
Secretarial Education
Secretarial Science with options

PROJECTED PROGRAM (Largo Campus)

Clerk Typist - fy 1975
Legal Secretary - fy 1975
Medical Secretary - fy 1975
Early Childhood Day Care Center - fy 1976
Electro-Mechanical Technology - fy 1976
Reprographic Printing Technology - fy 1976
Advertising Art Technology - fy 1977
Advertising Art Technology - fy 1977
Dental Laboratory Technology - fy 1977
Fashion Design - fy 1977
Medical Records Technology - fy 1977
Music Equipment Technology - fy 1977
Hotel-Motel Management - fy 1978
Urban Planning Assistant - fy 1978
Public Administration - fy 1979

ENROLLMENT PROJECTIONS (fiscal year)

Year	Full-time	Part-time	Total	FTE	FTDE	Year	Full-time	Part-time	Total	FTE	FTDE
1974	3,849	4,986	8,835	6,020	5,220	1979	5,839	7,731	13,570	8,465	7,375
1975	4,247	5,535	9,782	6,509	5,709	1980	6,237	8,280	14,517	8,954	7,601
1976	4,645	6,084	10,729	6,998	6,198	1981	6,635	8,829	15,464	9,443	7,827
1977	5,043	6,633	11,676	7,437	6,687	1982	7,033	9,379	16,412	9,932	8,053
1978	5,441	7,182	12,623	7,976	7,149	1983	7,432	9,930	17,362	10,423	8,279

PHYSICAL FACILITIES (Largo Campus)

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE					6,000	6,000
Admin. & Library Classroom & Science Bldg. Technology Bldg. Auditorium and Office Gymnasium	182,122					
Student Service Center		47,804				
Classroom Bldg.		79,716				
Library Addition			48,000			
Science Addition				17,400		
Physical Education Addition				22,650		20,000

Bond Authorizations 1961-1972	
Allocated	Expended
$4,596,138	$4,019,750

Projected Bond Requirements
1973-83
$8,696,705

PRINCE GEORGE'S

PHYSICAL FACILITIES (Clinton Campus)

Present and Projected Net Assignable Square Feet

FY	1974	1975	1976	1977	1978	1983
FTDE					1,149	1,149
First Phase					90,357	

Bond Authorizations 1961-1972		Projected Bond Requirements
Allocated	Expended	1973-83
$685,000	$685,000	$2,762,000

Present and Projected Current Operating Expenses and Cost Per Full-Time Equivalent

FY	1974	1975	1976	1977	1978	1983
FTE	6,020	6,509	6,998	7,487	7,976	10,423
Cost/FTE	$ 1,460	$ 1,533	$ 1,610	$ 1,691	$ 1,776	$ 2,267
Expenditures	$ 8,789,200	$ 9,978,297	$ 11,266,780	$ 12,660,517	$ 14,165,376	$ 23,628,941

IX. RECOMMENDATIONS: AVENUES FOR ADVANCEMENT

Major recommendations contained within this Master Plan are enumerated below with sole responsibility for them resting with the State Board for Community Colleges. These recommendations mark a beginning of an effort, not an end. The recomendations should serve as an agenda for the development of policy and a springboard for specific action.

Implementation should provide an avenue for advancement for the Maryland Community College system and the Maryland State Board for Community Colleges.

1. **Financial, social, academic, and geographic accessibility of Maryland's Community Colleges should be expanded within the limits of available resources.**

Over the past twenty-five years Maryland, through its open door Community Colleges, has made great strides toward fulfilling its promise of universal post-high school educational opportunities. Sixteen Community Colleges have been established; enrollment has increased dramatically; program offerings have become more comprehensive; tuition levels have remained low; progress has been made in providing increased financial aid; and minority group enrollment has increased. Maryland's Community Colleges have opened the doors of higher education to many students who would otherwise have lacked the opportunity.

Past efforts and accomplishments, however, represent only a beginning. In the decade ahead, Maryland's Community Colleges must reach people who still lack postsecondary educational opportunities. For example, Community Colleges will and should be expected to serve the needs of inner city citizens. Ways must be found to provide postsecondary educational opportunity for people in rural areas of the State where financial support for Community Colleges is a difficult local burden. Increased emphasis must be placed on expanding financial aid to needy students. Program options to train workers apart from the associate degree curricula will have to be expanded. Work toward these goals and others will be required if Maryland's Community Colleges are to continue fulfilling their promise and responsibility as open door colleges.

2. **Maryland's Community Colleges, system-wide, must plan to accommodate by 1983, 65 percent more full-time equivalent students than are now attending these institutions.**

From 1962 to 1973, the full-time equivalent enrollment in Maryland's Community Colleges increased from 5,274 to 35,500. Enrollment projections developed by the Maryland Council for Higher Education and the State Board for Community Colleges indicate that by 1978 Community College full-time equivalent enrollment will reach 48,000 and by 1983 it will exceed 58,000. The latter total represents a 65 percent increase over current enrollment figures.

3. **In the decade ahead Maryland's Community Colleges must plan to accommodate an increasingly diverse student population.**

A survey of the sixteen Maryland Community Colleges conducted in May 1973 revealed the wide variety of students attracted to these institutions. There really is no "typical" student among those enrolled full-time or those attending on a part-time basis. They differ widely on any trait that can be chosen. Students ranged in age from 16 to over 60; 33 percent were married; 14 percent were veterans; 42 percent were employed full-time; 9 percent had dropped out for a semester after beginning their education in four-year colleges. This diversity will continue to be a major characteristic of Maryland's Community Colleges.

4. **Community College students should be given the same consideration in the allocation of State scholarship and loan funds as that extended to students attending four-year institutions.**

Maryland's Community College tuition charges average $325 annually. Thus, the colleges meet the criteria established by the College Entrance Examination Board for low-cost institutions; that is, tuition and fees less than $400 annually. However, $325 in tuition along with the several fees charged by institutions is still a financial barrier to college for many citizens. In an attempt to remove this barrier, Maryland's Community Colleges initiated extensive student financial aid programs.

Over the five-year period 1966-1970, student financial aid increased from $72.123 to $1,616,369. These funds were generated from federal, State, and local sources. The greatest increase came from federal aid programs. The increase from State sources was modest. In 1970, Community College students received $60,690 from the Maryland scholarship system, or only 1.1 percent of the total $5,200,000 awarded. In addition, in 1970 the Community Colleges received only $33,987 in Maryland Higher Education Loan Corporation funds, or less than 1 percent of the annual loan total of $4,000,000. In view of these facts and in order to make the open door admissions policy a meaningful reality, Community College students should receive equal consideration with other applicants in the allocation of State scholarship and loan funds.

5. **To insure that Community Colleges in Maryland continue to provide appropriate services to students, it is recommended that the colleges move toward an expenditure of between 9 percent and 14 percent of the operating budget for student services.**

Expenditures for student services in 1972 averaged 10.6 percent of the total operating costs, ranging from 5.0 percent to 19.7 percent. The recommended range is consistent with national practices.

6. **Community Colleges should give increasing attention to institutional evaluation and follow-up studies of students, including those who leave prior to graduation.**

The tremendous growth in Community College enrollment has prompted measurement of educational success in quantitative terms. While it is fair to say that size is one measure of success, it is more important that a Community College be measured by the performance of its students after leaving the institution. Follow-up studies of all students attending these institutions will provide essential data for an ongoing insitutional evaluation process.

7. **High quality transfer programs will continue to be a significant Community College responsibility.**

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution with full credit for courses completed at the Community College. In Maryland these programs parallel the first two years of undergraduate study in the liberal arts and sciences, business, engineering, and education. In 1972, transfer students accounted for 62 percent of the total enrollment in Maryland's Community Colleges. Currently some 3,500 students transfer annually to public institutions within the State. It is projected that by 1978, as many as 6,000 Community College transfer students will be seeking admission to public four-year institutions. The large number of students who transfer to baccalaureate programs is convincing evidence that Community Colleges have a vital stake in their adequate preparation. Community Colleges should evaluate their programs and instruction in the light of the performance of their graduates at upper division institutions.

8. **Qualified graduates of Community Colleges should be guaranteed admission to a public four-year institution.**

Implicit in the concept of an integrated tripartite system of higher education is the assurance that qualified graduates of Community Colleges will be guaranteed admission to a public four-year institution. The transfer policy established in 1973 by the Maryland Council for Higher Education reflects this implied obligation. Meaningful implementation of a system-wide transfer policy is dependent upon enactment in practice of this recommendation.

9. **Community Colleges should continue to provide developmental opportunities to students who require them.**

Many students enter the Community College unprepared to pursue an educational objective effectively. Developmental courses along with supporting services are designed to improve skills in oral and written communication, study, reading, and mathematics, thereby helping citizens gain access to post-high school education. Community Colleges should evaluate their developmental offerings in the light of subsequent student performance in regular credit courses.

10. **Legislation should be enacted to include community services as a formal statutory responsibility of Community Colleges.**

In recent years non-credit community services offerings have emerged as one of the most vital components of Maryland's comprehensive Community Colleges. In 1973, 28,000 Maryland citizens completed approximately 1,000 non-credit community service courses. In addition, tens of thousands of Maryland citizens attended concerts, plays, workshops, and other related activities sponsored by Community Colleges.

Although the 1968 Maryland Council for Higher Education **Master Plan for Higher Education** identified community services as one of the responsibilities of a Community College, this function is not now recognized by statute in Maryland. The State Board for Community Colleges has also indicated its support of the community services function as a major institutional responsibility. The recommendation is intended to give formal recognition to one of the major Community College responsibilities.

11. **Community Colleges should continue to expand their occupational programs throughout the next decade in response to local, regional, and State manpower requirements at the semiprofessional-technician level.**

Increasing emphasis on occupational education reflects changing values and attitudes among students and their families as to the level of education required to qualify for desirable employment opportunities. This shift is reflected in national projections that throughout the next decade 80 percent of available jobs will require less than the bachelor's degree. Consonant with these new attitudes, the State Board for Community Colleges from 1970-1973 recommended 120 new degree and certificate programs for Maryland's Community Colleges. Of these, 109 were primarily occupational programs, while only eleven were intended principally for transfer. Enrollment trends over the past four years have also shown a marked increase in the occupational areas. Expansion of occupational education is expected to continue over the next decade.

12. **Community Colleges should place increased emphasis on the development of certificate programs.**

Although the number of associate degrees awarded in occupational areas is increasing significantly, the number of certificates awarded has declined from 117 in 1970 to 93 in 1972. Greater emphasis on certificate programs is necessary in order to provide increased flexibility in response to individual objectives as well as the varied requirements of the labor force.

13. **Community Colleges should move aggressively to introduce non-duplicative artisan-craftsman and service level postsecondary training programs in cooperation with unions, local employees, and lay advisory committees.**

Training at the artisan-craftsman and service levels is an area which is comparatively undeveloped in Maryland's Community Colleges. Manpower studies indicate a significant demand for individuals with skills in these categories. The recommendation is consistent with the Community College mission in Maryland.

14. Community Colleges should take positive action to develop coordinated occupational programs with those offered in secondary schools.

Secondary schools in Maryland are recognized nationally for their forward movement in the field of occupational education. Close coordination with local high schools in the development and expansion of occupational offerings will result in an upgrading of occupational education for both the schools and the Community Colleges. Coordination will also result in more varied levels of entry into Community College occupational programs for high school graduates interested in continuing their occupational studies.

15. Authority and responsibility should be assigned to a single Statewide agency to prepare and publish manpower studies on an ongoing basis.

Community College planners must have accurate manpower data to serve as a basis for program development. Statewide data currently available are inadequate for program planning purposes. The recommended action will make it possible for the State Board for Community Colleges to assist the Community Colleges in relating manpower requirements to viable educational programs. Manpower information also assists individual students to plan their programs more realistically. These combined efforts will provide a pool of trained manpower to meet the diverse needs of the State's economy.

16. At four-year intervals the Community Colleges should review their programs and report their findings to the State Board for Community Colleges based upon the following criteria:

- **Current student enrollment;**
- **Number of students who have earned certificates, degrees, or other benchmarks of completion;**
- **Manpower requirements and job placement;**
- **Program cost;**
- **Review of information obtained through the program evaluation system;**
- **Review and recommendation of the college program advisory committee.**

Maryland's sixteen Community Colleges currently offer a total of 155 different programs. As new programs are introduced the resultant strain upon institutional resources will require a reassessment of existing programs. Local governing boards will be expected to take action to modify or delete offerings which fail to meet stated objectives.

17. Legislation should be enacted which will permit students to cross political subdivision boundaries without payment of additional tuition where programs are not available locally.

Currently Community Colleges assess higher tuition for out-of-county residents. This differential results from the requirement that non-county residents pay the local county's share of the per student operating cost. The lack of a tuition chargeback system limits the accessibility of many students to programs offered in other counties since out-of-county fees more than double the cost of attending an institution. The present funding arrangement also leads to the unnecessary duplication of high-cost and low-enrollment programs which in turn increase the per student operating cost to the local political subdivision and the State. The recommended action is necessary in order to equalize educational opportunity and at the same time reduce operating costs.

18. Legislation should be enacted authorizing the State Board for Community Colleges to designate programs as being regional in nature.

Regional programs should be designed to meet the manpower requirements of an area larger than that of a single political subdivision. Frequently, these will be high-cost and low-enrollment programs. Maryland, like other states with locally controlled Community Colleges in their higher education structures, faces a challenge of reconciling local, regional, and Statewide program requirements. While local programs are now generally well developed and implemented, little progress has been made in regional and Statewide program planning. At the present time there are two factors which prohibit the development of regional programs: the lack of chargeback legislation and the absence of State-level authority to identify a program to serve a regional function. The recommended action is consistent with sound educational and fiscal policies.

19. Community Colleges should not offer upper division programs leading to baccalaureate degrees.

An appropriate division of program responsibility must be maintained within the tripartite system of higher education. The recommended assignment of program responsibility is consistent with this principle.

20. Community Colleges should be the only public institutions charged with the responsibility of providing transfer and occupational programs leading to certificates and associate degrees.

This recommendation is consistent with the appropriate assignment of program responsibility within the tripartite structure of higher education.

21. Community Colleges should adopt formal policies insuring equal employment opportunities.

An unequivocal commitment to equality of employment opportunity at all levels within the Maryland Community College system is soundly affirmed in the resolution of the State Board for Community Colleges of June 28, 1973. Essential to the task of correcting the under-representation of minority group members and women among faculty and staff is the development of affirmative action programs and the reformation of any practices within the Community College system that conflict in any way with equal employment opportunities. The recommended action is consistent with requirements included in the Higher Education Guidelines, Executive Order 11246, published by the Department of Health, Education and Welfare.

22. With respect to faculty recruitment, retention, and promotion, Community Colleges should incorporate within their published policies, appropriate provisions for the recognition of nontraditional credentials.

With the expansion of occupational curricula, it is likely that potential faculty who do not possess the traditional academic credentials but who can be effective teachers will be required by the Community Colleges. The recommended policy insures that the lack of such credentials will not be a barrier to the employment, retention, and promotion of such individuals if they are technically proficient and instructionally competent.

23. Community Colleges should establish a system of institutional governance which provides for the widespread involvement of those affected.

Decision making in each Community College is carried on within a statutory structure of formal authority which vests ultimate responsibility in the board of trustees. The recommended policy would establish a meaningful delegation of responsibility for institutional governance to all members of the faculty and staff. The success of the mechanism to be employed, be it the faculty senate, faculty council, or other representative body, will be reflected in the vitality and internal stability of the institution.

24. Within the techniques available for increasing class size without impairing the quality of instruction, Community Colleges should move to a Statewide average of 20:1 student-faculty ratio.

Student-faculty ratios among Community Colleges will vary widely as a result of differing institutional models, teaching methodology, technological advances, institutional size, and subject matter taught. While it is commonly accepted that gross increases in the ratio of students to faculty will diminish the quality of instruction, there is little evidence to suggest that reasonable increases in student-faculty ratios are detrimental. In Maryland, the current student-faculty ratio is 17:1. The recommended action is intended to promote institutional efficiency and to reduce costs caused by inflation and the introduction of expensive curricula. The recommendation will provide sufficient flexibility to offer an appropriate mix of class sizes within an overall student-faculty ratio.

25. Community Colleges should develop specific and measurable learning objectives and publish them for each course offered.

Community College faculty utilize a wide range of instructional techniques, including the traditional lecture, seminar, laboratory, field trip, and final examination. More recent nontraditional instructional techniques are also employed where appropriate to the instructional objectives. The recommended policy encourages the colleges to carry out their responsibility of measuring individual behavior change based upon specified predetermined course learning objectives, regardless of the instructional techniques used.

26. The quality of instruction of each faculty member should be evaluated annually and the basis of such evaluation should be made known to the faculty member.

Measurement of teaching effectiveness is a function of all the variables of instruction. Student evaluation of faculty can measure, for example, motivation, while peer group faculty evaluation is an instrument for determining an instructor's knowledge of his discipline. Measurement of learning based upon objectives is another method of evaluating faculty effectiveness. In addition, the performance of students after transfer or on the job is in some measure a reflection of the quality of instruction offered at the Community College. The recommended policy represents an important aspect of institutional accountability.

27. Community Colleges should allocate within their operating budgets funds for conducting instructional research and development.

Although the Community College is instructionally oriented and does not require faculty members to conduct research as a condition of employment, the institution has an obligation to support instructional research efforts. This research responsibility rests with the faculty and should be accomplished with funds allocated in the operating budget. The recommended policy is consistent with the Community College commitment to quality instruction.

28. Community Colleges should establish tenure or other retention policies and make such currently effective policies available to the State Board for Community Colleges.

Many Community Colleges in Maryland currently have institutional tenure policies. However, there is no Statewide policy for tenure. In the absence of a Statewide requirement, each institution should publish its policies on tenure or retention and make these policies available to the State Board for Community Colleges.

29. Community Colleges should move expeditiously to implement their physical facilities goals.

Over 2,000,000 net assignable square feet of educational space is currently in use on Maryland's Community College campuses. Another 800,000 square feet is under design or construction. Space projection requirements call for an additional 1,000,000 square feet to be built by 1983. Most of the additional space will be required in areas where large population concentration exists and building programs are already lagging behind schedule. In these places a condition is faced of not only recapturing lost time, but also having to meet new space demands. The recommendation is intended to insure that additional Community College facilities will be available on a scheduled basis over the next decade.

30. One additional Community College campus is recommended for Montgomery County in 1976 and one for Prince George's in 1978.

At the present time, Montgomery County has two Community College campuses and Prince George's County has a single campus. On the basis of enrollment projections and computed space requirements, an additional campus is recommended for each of these counties. Beyond this, the State Board will continue close examination of the need for a fourth campus in Montgomery County, a third campus in Prince George's County, as well as a second campus in Anne Arundel County. Although Baltimore County has a large geographic area not currently served by a Community College, this area should be served by a satellite campus from an existing Baltimore County college until such time as there is sufficient population to warrant an additional campus. Any consideration of potential campuses in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the actual establishment of additional campuses in Maryland will be based upon college presentation of a county master plan, programs to be offered, site locations, and specific campus enrollment projections.

31. A projected full-time equivalent enrollment of 700 students within five years of opening should be recognized as the minimum enrollment guideline for the establishment of a new Community College.

Published national guidelines for the establishment of new Community Colleges vary in their determination of the full-time equivalent enrollment necessary to insure the viability of an institution. Maryland's experience over the past twenty-five years indicates that a projected full-time equivalent enrollment of 700 students within five years of opening is sufficient to warrant consideration of the establishment of a new Community College.

Currently 17 of the 24 political subdivisions in Maryland are served by a Community College. On the basis of enrollment potentials alone, Carroll County, the combined four counties on the lower Eastern Shore, and the two-county area in Southern Maryland could conceivably support a Community College. If institutions are established in these three areas, all 24 political subdivisions in Maryland will be included within a Community College service area.

32. To further the concept of geographic accessibility, counties desiring a Community College are encouraged to start their operations in an existing facility or request Community Colleges in nearby counties to establish satellite centers.

Use of either of these alternatives can provide a trial period to test local desire for permanent facilities. At the end of the trial period, the county could decide whether to: (a) discontinue the experiment if the response indicated that Community College instruction is unwanted; (b) continue the use of a satellite campus indefinitely; or (c) plan for the construction of physical facilities to be operated by the county.

33. On the basis of enrollment projections to be revised annually, it is recommended that $50,862,405 of State funds be provided for Community College capital projects in the period 1973-1983.

Since 1961, the State has authorized $93,000,000 in matching funds for Community College capital construction projects. Based upon enrollment projections and computed space requirements, an additional $50,862,405 of State funds will be required to expand existing facilities and to develop new campuses.

34. The current capital funding formula which provides at least 50 percent in State aid (75 percent for regional colleges) should be continued.

Capital construction bonds for Community Colleges in Maryland limit State aid to 50 percent of $6,000 per full-time equivalent student. In those instances where the public school formula is utilized, the 50 percent limitation is adjusted accordingly. Although the $6,000 limitation has posed no serious problem in the past, consideration should be given to increasing the $6,000 ceiling when warranted by inflationary factors.

35. The Guidelines for Construction Projects for Community Colleges should be reviewed by the State Board for Community Colleges and appropriate changes recommended to the Board of Public Works by May 1, 1974.

The Guidelines for Construction Projects for Community Colleges were approved by the Board of Public Works in February 1972. While the Guidelines are flexible, reasonably comprehensive, and generally appropriate, there are some inadequacies. They do not include criteria for determining the need for outdoor physical education facilities or vehicular parking. Also, the allocation of space for multi-media instruction is insufficient for present and future needs. In view of these limitations the State Board for Community Colleges will review the current Guidelines and make recommendations for necessary changes to the Board of Public Works by May 1, 1974. The State Board will also establish a review committee to assure the continued appropriateness of the Guidelines.

36. The State Board for Community Colleges will develop a weighted ranking system as the basis for recommending allocations of State funds to support Community College capital construction projects.

State and federal funds are becoming increasingly limited and may not be sufficient in future years to fund all capital improvements requested by the local boards of trustees. It is the responsibility of the State Board for Community Colleges, therefore, to establish a weighted ranking system for capital projects. This ranking system will be developed by the State Board and distributed to the colleges and appropriate State agencies by May 1, 1974.

37. All equipment items necessary to open a new facility which are ineligible under capital construction guidelines should be funded by the State on a matching basis through a special operating account.

At the present time, equipment such as office machines, calculators, computers, typewriters, electronic equipment, and audio-visual equipment are ineligible for capital equipment funds. These items must be purchased by the college out of current operating revenues. This practice places a heavy burden on institutional operating budgets, especially when opening new and large facilities. The above recommendation is intended to ease the burden on operating budgets and avoid the possibility of underutilization of new facilities due to the lack of necessary equipment.

38. The State Board for Community Colleges will recommend to the Board of Public Works procedures permitting the use of innovative techniques in the design and construction of new facilities.

Construction of future Community College facilities in Maryland should include consideration of alternative possibilities, such as "fast tracking" and "systems construction" in addition to conventional procedures in use over the past century. It is important that such new approaches to construction be considered concurrently by the colleges and the appropriate State agencies which have responsibilities in these areas.

39. Guidelines for the design and construction of Community College facilities should recognize the need to accommodate new approaches to the instructional delivery systems.

The planning and construction of educational facilities in Maryland's Community Colleges will likely be affected in the future by the expanded use of multi-media instructional systems. Facilities, therefore, should not be planned solely around the traditional methods of communicating knowledge. In order to implement this recommendation, capital funds should be provided, as necessary, to construct facilities for the production of multi-media materials and to provide multi-media capability in both existing and planned buildings.

40. To maintain the concept of local initiative, local budgetary control, and matching State funds, legislation should be enacted establishing $1,600 per full-time equivalent student as the base level of support for Community College operating budgets in FY 1975 with provisions for subsequent annual adjustments.

The current statutory formula for Community Colleges requires that the State provide 50 percent of the net operating costs per full-time equivalent student based upon a ceiling of $1,400. (The ceiling for two institutions was set at 55 percent of $2,000 in 1973.) Since fifteen of the sixteen Community Colleges currently are operating at costs in excess of the State's statutory maximum, it is reasonable to assume that the State will increase the base level of support. The recommended change from $1,400 to $1,600 as the base level of support would result in an increase in State aid from the current level of $700 to $800 per full-time equivalent student.

41. Legislation should be enacted to permit a differential level of supplemental funding in accordance with guidelines established by the State Board for Community Colleges.

In addition to recommending an increase in the base level of support for Community Colleges, the State Board examined in detail a wide range of patterns for further improvement in the method of funding current operations. Based upon these analyses the State Board recommends enactment of differential funding legislation on the basis of a supplementary formula containing factors to provide for institutional diversity, such as location, assessable wealth, commitment to disadvantaged students, size, and the variable costs of programs.

Providing funds to the State Board for Community Colleges to be allocated upon the new factors cited, rather than enrollment alone, can stimulate the colleges to provide services and programs which they are unable to offer under the present system. The resulting role of leadership and direction to be provided by the State Board for Community Colleges through this funding pattern is consistent with the statute outlining the Board's responsibilities.

42. Unit cost studies should be developed for internal college analysis, for external college comparisons, and as a decision making tool coupled with the budget making and the funding process.

As more sophisticated management practices are introduced into the Community Colleges, there will be a greater capability of relating the financing of educational programs to the outcomes they generate. Accounting procedures now being refined embody the principles of a planning, programming, and budgeting system that will make visible to the General Assembly, local governments, and to the public what they are receiving for the investment that is being made. In order to encourage the most effective and efficient use of State funds, the State Board for Community Colleges will conduct an annual fiscal post audit and analyze current institutional application of Statewide policies and guidelines.

43. The State Board for Community Colleges and the local Community Colleges strongly advocate continuance of the tripartite system of public higher education in Maryland.

Within the past decade the three public sectors of higher education in Maryland have come to be viewed as a tripartite system. The Maryland Council for Higher Education is designated as the agency to provide Statewide coordination for this tripartite system and the private colleges and universities. In 1969, the State Board for Community Colleges was established to coordinate the Community Colleges' development within the tripartite structure.

Coordinating agencies were established in Maryland to provide a more orderly structure for growth and development in an era of burgeoning enrollment, the opening of many new colleges, the proliferation of programs and services, and escalating institutional budgets. In this way unilateral, unrelated, and piecemeal approaches to providing educational services, in a series of steps, have been replaced in Maryland by a tripartite arrangement for coordination of higher education, while the major responsibility for governance is retained within each of the component segments of the tripartite system.

44. The State Board for Community Colleges recommends that local governing boards be separate from local boards of trustees, but the Board recognizes that this is a decision to be made locally.

Originally members of the boards of trustees of the Community Colleges were also members of the boards of education of the local subdivision serving in a dual capacity. Legislation was enacted in 1968 providing the colleges with the option of separate boards whenever the original board was willing to relinquish its responsibility. By 1973, all but five of the colleges had separate boards of trustees. This recommendation is consistent with those contained in reports of the Carnegie Commission and earlier Statewide studies in Maryland and insures maximum flexibility and responsiveness of the college to local post-secondary educational needs.

45. Operational decision making should continue at the local college level within the framework of policies established by the State Board for Community Colleges.

The authority and responsibility for operational decision making is placed, by statute, with local boards of trustees. It is the intention of the State Board for Community Colleges to uphold this principle in every way possible.

46. The State Board for Community Colleges should be recognized as the operational point of contact with respect to all State-level issues involving Community Colleges.

The State Board for Community Colleges was established by the General Assembly to serve as the State-level coordinating body for Community Colleges. Establishment of the State Board has not, in some instances, eliminated the direct operational relationships which previously existed between the individual Community Colleges and various State agencies. If coordination is to be accomplished in an effective and efficient manner, then the State Board for Community Colleges should be the sole State agency relating directly to the Community Colleges on an operational basis.

47. The State Board for Community Colleges should have the authority to approve Community College program proposals upon the basis of published State Board criteria for the introduction of new programs. New programs will be approved in the following sequence:

Local Board of Trustees:

- **Initiation and development of new programs;**
- **Preliminary approval at the local level.**

The Maryland Council for Higher Education:

- **Determination as to the appropriateness of the program to the Community College segment;**
- **Its implications for other segments of higher education.**

The State Board for Community Colleges:

- **Review of recommendations by local boards of trustees;**
- **Review of recommendations by the Maryland Council for Higher Education;**
- **Consistency with published program guidelines;**
- **Final approval by the State Board for Community Colleges.**

Local boards of trustees have the responsibility and authority to initiate and develop new programs. Currently, local boards also have the statutory authority for new program approval or major revisions of existing programs after review and recommendation by the appropriate State agencies. Although the current procedures for program approval do allow for State-level review, they do not prohibit unnecessary duplication of programs, nor do they insure the most effective use of the State's resources. The recommended alteration in current program approval procedures preserves the concept of program initiative and development, including preliminary approval at the local level. They clarify the role of the respective State agencies in the approval process, avoid unnecessary duplication of staff efforts, and insure the most effective deployment of the State's resources in higher education.

48. Membership on the State Board for Community Colleges should reflect the federal requirements determining the eligibility of Community Colleges applying for federal funds.

Title 10, Part A, Section 1018 of the Higher Education Amendment Act of 1972 defines a Community College as ". . . any junior college, postsecondary vocational school, technical institute (which may include a four-year institution of higher education or a branch thereof). . .". One of the purposes of the expanded definition of the Community College is to encourage a closer relationship between the public and private sector of postsecondary occupational education. Since the federal government will use its expanded definition of a Community College in determining eligibility for the allocation of funds under Title X, this factor should be included in considering the composition of the State Board for Community Colleges.

49. The State Board for Community Colleges should be given the authority to receive and allocate federal funds earmarked for Community Colleges subject to approval by the State Clearinghouse.

One of the statutory responsibilities of the State Board for Community Colleges is ". . . to assist and represent Community Colleges in seeking and administering federal monies available to them". Other agencies currently perform this function for Maryland's Community Colleges. The recommended delegation of authority is consistent with the State Board's statutory responsibility.

50. The authority to establish the Maryland Standards for Community Colleges should be delegated to the State Board for Community Colleges.

The State Board for Community Colleges has the statutory responsibility "To establish general policies for the operation of the State's Community Colleges". An important aspect of this responsibility relates to the establishment of general standards for Community Colleges. This responsibility is currently exercised by the State Board of Education. The State Board for Community Colleges should have this function in order to maintain consistency in its overall responsibilities.

51. Within the limits of a single Community College district (a political subdivision of the State or a group of such subdivisions) there should be only one Community College with one administrative officer reporting directly to the governing board, regardless of the number of campuses.

Currently Maryland has two multi-campus Community Colleges in operation. Plans are underway to expand two existing single campus operations into multi-campus districts. There is also possibility that at least one other institution will move in this direction. Enrollment projections indicate that approximately 70 percent of the total Community College student body in Maryland will be enrolled in multi-campus organizations by 1980; therefore, the organizational structure adopted by these institutions will have significant fiscal and service implications for the State. The recommended action is consistent with sound organizational and management practices throughout the country.

52. A general review of existing legislation should be made to clarify the coordinating roles and responsibilities of the State Board for Community Colleges and the Maryland Council for Higher Education with respect to such areas as: (a) review and approval of new programs; (b) evaluation of ongoing programs; (c) establishment of new campuses or colleges; (d) construction of physical facilities.

The relationship of the Maryland Council for Higher Education to the State Board for Community College is unique in the tripartite structure of higher education in Maryland. In both the University and State College segments, the Maryland Council for Higher Education works directly with boards which govern entire segments. By contrast, the Maryland Council for Higher Education relates to a coordinating agency within the Community College segment, that is, the State Board for Community Colleges, which in turn relates to local college governing boards.

Implementation of this recommendation will clarify the roles of both the Maryland Council for Higher Education and the State Board for Community Colleges in areas where there may be an unnecessary duplication of services and functions.

53. The State Board for Community Colleges will assume the responsibility of updating this Master Plan on an annual basis.

The State Board for Community Colleges recognizes that it must either plan for the future or be controlled by it. The Board's imperative for leadership requires that it choose the planning course. If this Master Plan is to consider existing issues as well as others yet to emerge, it must be kept vital and changing. The State Board further recognizes that a plan is a guide and not a contract. The directions to which it points are based on concepts and information which are reality today but which may well be altered tomorrow. It will, therefore, be necessary to update the Plan on a regular and systematic basis.

This Master Plan will also serve as a guide for the development of individual college plans. Data contained in the State Plan and college plans will be completely revised every fifth year.

APPENDIX A

THE ANNOTATED CODE OF MARYLAND

ARTICLE 77A, SECTIONS 1-10
HIGHER EDUCATION: COMMUNITY COLLEGES

THE ANNOTATED CODE OF MARYLAND

ARTICLE 77A
HIGHER EDUCATION
COMMUNITY COLLEGES

§1. ESTABLISHMENT: Powers of Board of Trustees:

(a) Authority to establish and maintain; board of trustees: —

The board of education of any county and the board of school commissioners of Baltimore City, and until June 30, 1969, with the approval of the State Superintendent of Schools, by appropriate resolution, may establish and maintain community colleges. From and after July 1, 1969, the approval shall be that of the State Board for Community Colleges. For the purposes of administration over these colleges, the board of education shall constitute a board of trustees and governmental corporation; provided, however, that the board of education may, upon appropriate resolution and in accordance with the procedure set forth in § 9 of this subtitle, transfer its authority and rights under this section to a board of trustees established by § 9 of this subtitle, shall be vested with the following powers;

(b) General control; records, rules and regulations: —

To maintain and exercise general control over the community colleges, to keep separate records and minutes and to adopt reasonable rules, bylaws or regulations to effectuate and carry out the provisions of this subtitle.

(c) President; faculty and other employees: —

To appoint a president of the community college, and to fix the salaries and tenure of the president, faculty and other employees. The president shall report directly to the board and recommend the appointment by the board of qualified faculty personnel and such other employees as being necessary for its efficient administration. He shall recommend the discharge of such employees for good cause, provided those with tenure shall have reasonable notice of the grounds for their dismissal and an opportunity to be heard. He shall be responsible for the conduct of the college and for the administration and supervision of its departments.

(d) Acquisition of property: —

To purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the community college.

(e) Disposition of assets: —

To sell, lease, or in any other manner dispose of community college assets, real or personal, at public or private sale provided that the president of the community college and the chairman of the board of trustees are authorized to execute legal conveyances and other documents pursuant to an appropriate resolution of the board of trustees.

(f) Utilizing facilities of board of education: —

To utilize, if permission is duly granted, any land, building, personal assets, or other facilities of the board of education of the county or Baltimore City.

(g) Receipt of funds; acceptance of gifts: —

To receive local, State and federal funds to defray the cost of the college program authorized by this subtitle and to accept both conditional and unconditional gifts, as the case may be, from private persons.

(h) Entrance requirements; curricula: —

To determine entrance requirements and to approve curricula, subject to minimum standards fixed by the State Department of Education until June 30, 1969, and thereafter by the State Board for Community Colleges. If such minimum standards are not met, no certificate of approval shall be issued by the State Department of Education or the State Board for Community Colleges.

(i) Student fees: —

To charge reasonable fees to students with a view to making college education available at low cost to all qualified persons.

(j) Full-time classified employees of community colleges may enroll during their nonworking hours, without tuition charge, for classes offered by their community college which have at least ten (10) regularly enrolled students. Such employees shall not be included in the computation of full-time equivalent students for the purposes of funding.

(k) Agreements or contracts: —

To enter into agreements or contracts with any person, firm, or corporation, or with any county, State, federal or governmental agencies which are deemed by the board of trustees to be necessary or advisable to the establishment, maintenance, and operation of the community college. This power includes agreements between or among the counties and Baltimore City, their county commissioners or councils and boards of trustees designed to create and support a community college for two or more counties, or Baltimore City.

(l) Use of land, buildings, etc., in connection with secondary, or vocational education program: —

To permit the board of education of the county or Baltimore City, as the case may be, to utilize the lands, buildings, and any other facilities of the community colleges in connection with any program of secondary, or vocational education administered by said board of education, subject, however, until June 30, 1969 to the prior approval of the State Superintendent of Schools, and thereafter of the State Board for Community Colleges.

(m) To sue and be sued.

(n) Garrett County: —

In Garrett County the Board of education, upon a determination to establish a community college and the adoption of an appropriate resolution thereon, shall notify the County Commissioners of such determination. The County Commissioners may elect, within 60 days from receipt of such notification to submit the question of whether to establish a community college to the qualified voters of Garrett County at the next general election or at a special election called for that purpose. The Board of Education shall be authorized and directed to proceed with the establishment of a community college in the event that County Commissioners elect not to submit such question to the voters but take no official action against such proposal within the time specified or in the event that the County Commissioners elect to submit the question to the voters and the same is approved.

§2. Regional Community Colleges.

(a) Authority to establish: —

The State Board of Education until June 30, 1969, and thereafter the State Board for Community Colleges, may establish regional community colleges for two or more counties or for one or more counties and Baltimore City, subject, however, to the prior approval of the county commissioners, county councils, or city council, as the case may be, for each county, (or Baltimore City) to comprise the region and to support such regional community college.

(b) Board of Trustees — Generally: —

In the event that pursuant to subsection (a) hereof, a regional community college is created for two or more counties or for one or more counties and Baltimore City, the members of the Board of Education (or as to Baltimore City, the members of the Board of School Commissioners) of each county (or Baltimore City) comprising the region and supporting said regional community college shall constitute a board of trustees for the purpose of administration over said regional community college and said board of trustees shall possess all of those powers enumerated in §1 of this subtitle. Whenever the participating counties have different numbers of members on their respective boards of education, representation on the board of trustees of the regional community college for any county shall be limited to the number of members of the smallest county school board, and whenever any county's membership on the board of trustees is less than the number of its school board members, the board of education for such county shall elect from its membership those who shall serve on the board of trustees; provided that the maximum number of members on the board of trustees shall never exceed twelve, with an equal number from each participating county.

(c) Same: — Chairman; secretary and treasurer: —

The board of trustees of each regional community college shall annually elect a chairman from among its membership and shall select some qualified person or persons as secretary of the board and treasurer of the board.

(d) Same — Ex-officio members: —

The County Superintendent of Schools (or, as to Baltimore City, the Superintendent of Public Instruction) of each political subdivision within the region shall be ex-officio members and shall attend all meetings of the board of trustees of the regional community college but shall not vote.

(e) Applicability of subtitle provisions: —

Except to the extent that they are inconsistent with the provisions of this section, all other provisions of this subtitle shall apply to regional community colleges.

§3. Appointment of new board of trustees for regional community colleges.

(a) Any regional board created pursuant to §2 which wishes to be divested of its responsibility for the management and control of the regional community college under its supervision may request the Governor to appoint a new board of trustees for said community college.

(b) Upon the request of a board of trustees as provided in subsection (a) of this section, the Governor shall appoint with the advice and consent of the Senate, a new board of trustees for the said regional community college. The said board shall consist of seven members to be appointed by the Governor with the advice and consent of the Senate from time to time. Of the seven members appointed (i) one member shall be appointed from the board of education (or board of school commissioners) of each political subdivision in the region, and (ii) five members shall be appointed for initial terms of from one to five years respectively, and two members shall be appointed for initial terms of six years each. The terms of office of the members of any regional board appointed by the Governor shall commence on July 1 of the year of appointment by the Governor. If any regional board has been created prior to July 1, 1969, and the terms of its members expire on a date other than June 30, the terms of such members shall be extended to the June 30 following the original expiration date of such appointment. A majority of the board shall not be members of the local boards of education (or board of school commissioners) and, to effect this result and achieve an odd number of board members, the Governor may increase the size of the regional board.

§4. Definitions:

For the purposes of this subtitle:

(a) Community College — a community college is defined as an institution of higher education, offering the equivalent of freshman and sophomore years of college work and at least one or both of the following functions:

(1) offering terminal, vocational, technical and semi-professional programs; or

(2) offering terminal non-technical programs.

(b) Regional Community Colleges — a regional community college is defined as a community college established for and supported by two or more counties or one or more counties and Baltimore City. "Community College," as used in this subtitle, shall be construed to include any regional community college, unless by context a contrary construction is clearly intended.

§5. Secretary and treasurer of board of trustees; budget; seal; chairman; exception as to local board of community college trustees; professional and clerical employees eligible for Teachers' Retirement System:

(a) Except for regional community colleges, the County Superintendent of Schools (and in Baltimore City the Superintendent of Public Instruction) shall serve as the secretary and treasurer to the Board of Trustees. The president of the community college shall attend all meetings of the board, except those involving his personal position as president. Except for regional community colleges, the Board of Trustees, the Secretary-Treasurer and the President of the community colleges are charged with the preparation of the annual budget, its presentation to the County Commissioners, County Council, or the Board of Estimates of Baltimore City, and the receipt and expenditures of budgeted funds under an adequate accounting system subject to review by the auditor of the County or of Baltimore City, as the case may be. Notwithstanding other provisions of this subtitle, the budget of a community college and regional community colleges, shall be subject to review and approval, including reduction therein, by the County Commissioners, County Executive and County Council or Mayor and City Council of Baltimore, in accordance with the provisions of the charter, local law or other local regulations relating to the budget and appropriation of funds. For regional community colleges, the governing bodies of the participating counties shall act in concert and shall jointly consider the budget of that regional community college. The approval of at least fifty-one percent (51%) of the counties participating in the regional community college shall be required before all participating counties approve the budget and such action shall be binding on all the participating counties. Each community college shall submit its budget, including personnel detail, to the State Board for Community Colleges for informational purposes. The board of trustees shall be styled "the board of trustees of .... community (or junior) college" and it may adopt a corporate seal. Except for regional community colleges, the chairman of the board of education or the board of school commissioners is the chairman of the board of trustees.

(a-1) In the event that a new local board of trustees is created pursuant to §9 of this article, then the provisions of subsection (a) of this section shall be inapplicable with respect to the county superintendent of schools (or superintendent of public instruction). The president of the local community college or the president of one of the local community colleges shall be selected by the board or regional board to serve as secretary-treasurer of the board.

(b) All professional and clerical employees are eligible for participation in the Teachers Retirement System as established and maintained under this article.

§6. Power to Appropriate and Borrow Funds.

The mayor and city council of Baltimore and the county commissioners or county council of any county for which a community college or regional community college is established under this subtitle have the right and power to appropriate funds to meet the cost of establishment, current expenses, purchase of land, construction of capital improvements and the maintenance thereof. In addition, the county commissioners or county council of any county and the mayor and city council of Baltimore City have the power to borrow funds for the purchase of land and the construction of capital improvements for said purposes upon such terms and conditions as they deem right and proper, subject to the general requirements of local laws applicable to the creation of public debt. Funds to be appropriated or borrowed for a regional community college shall be provided for on a pro rata basis determined by the ratio of population of each of the counties comprising the region and supporting said regional community college to the population of the entire region. For the purpose of this section, the population of the respective counties shall be determined by the State Department of Health from time to time.

§6A. If the cost of any building improvement, supplies, or equipment of any sort for a community college exceeds the sum of Five Thousand Dollars ($5,000) the board of trustees for the college shall advertise for bids in one or more newspapers published in their respective counties, publication of the advertisement to appear at least two weeks prior to the date on which bids are to be filed. The contract for the building, improvements, supplies or other equipment shall be awarded to the lowest responsible bidder, conforming to specifications, with consideration being given to quantities involved, time required for delivery, purpose for which required, competence and responsibility of bidder, and his ability to render satisfactory service; and the board of trustees may reject any and all bids and re-advertise for other bids, and any contract entered into or purchase made in violation of the provisions of this section shall be null and void; but (1) the provisions of this section shall not apply to contracts for the purchase of books and/or other materials of instruction, (2) the board may name in the specifications and advertisements for bids under this section the particular make, kind or brand of article or articles to be purchased or contracted for; (3) nothing in this section applies to emergency repairs during the period of the regular academic year, and (4) this section shall not apply to contracting or purchasing for a community college done by a local government under procedures authorized by charter or by an act of the General Assembly.

§7. Financing.

(a) Each community college or regional community college operating under the provisions of this subtitle shall be financed on the general basis of receiving fifty percent (50%) of its current expenses from the State, twenty-eight percent (28%) from the county or counties (or Baltimore City) for which it is established, and twenty-two percent (22%) from fees and charges required from students at the community college. In this computation, "current expenses" shall be the product of the per-students operating cost for the current fiscal year multiplied by the number of full-time equivalent student enrolled in the current fiscal year. For the purpose of determining the State's share of financing, the number of full-time equivalent students shall be computed by dividing the student credit hours produced in the fiscal year by thirty (30).

(b) Beginning for the State's fiscal year which commences on July 1, 1973, the Governor shall place in the State budget an item to pay the State's fifty percent (50%) share to each of the community colleges operating under this subtitle. It shall not exceed the sum of seven hundred dollars ($700) for each full-time equivalent student as computed above for the full fiscal year. In the case of community colleges of less than 500 full-time equivalent students in subdivisions of less than 50,000 population according to the 1970 census and of any regional community college serving several subdivisions with a combined population of less than 100,000 according to the 1970 census, the State will pay a fifty-five percent (55%) share, the student will pay a seventeen percent (17%) share, and the local subdivision will pay a twenty-eight percent (28%) share with the State's share not to exceed the sum of one thousand one hundred dollars ($1,100) for each full-time equivalent student as computed above for the full fiscal year.

The State Board for Community Colleges shall certify to the State Comptroller on or before the last day of both July and November in each year one-fourth of the estimated annual amount which is due the local board of trustees of each community college and on or before the last day of March in each year one-half of the estimated annual amount which is due the local board of trustees of each community college, with full settlement at the end of the fiscal year and on the audit of the community college, and thereupon the Comptroller within five days shall draw his warrant on the Treasurer of the State of Maryland for the respective amounts due the local boards of trustees. The Treasurer of the State of Maryland upon receiving such warrants shall immediately pay the amounts due to the respective boards of trustees.

(c) In any political subdivision for which a community college or regional community college is operating under the provisions of this subtitle the board of county commissioners, county council, or mayor and city council of Baltimore shall provide and pay to the community college, regional community college or colleges so operating not less than the political subdivision's twenty-eight percent (28%) share of current expenses. The State Board for Community Colleges shall certify to the Treasurer of each county or of Baltimore City, as the case may be, on or before the last day of both September and March in each year one-half of the estimated annual amount which is due the local board of trustees of each community college, with full settlement at the end of the fiscal year based on the audit of the community college, and thereupon the treasurer within five days of each of these dates shall draw his warrant on the county or the City of Baltimore, as the case may be, and shall pay the amount due to the board of trustees of the community college, regional community college or colleges for his respective political subdivision. The counties comprising the region for and supporting a regional community college shall share in the payment of the political subdivisions' not less than twenty-eight percent (28%) share of current expenses on a pro rata basis determined by the ratio of the full-time student population in the regional community college, from each county, to the full-time student population in the regional community college from all the counties of the region. The State Board for Community Colleges shall determine the portions of the cost chargeable to each county based on current enrollment figures, and shall certify such determination of cost of each participating county.

(d) Students from outside the State of Maryland who attend a community college or regional community college shall pay a full fee which covers the fifty percent (50%) share of the State, and also the share of the political subdivisions in addition to the regular fees and charges for students. Out-of-county or out-of-region (or city) students from Maryland who attend a community college or regional community college shall pay fifty percent (50%) of a full fee, which includes the share of the political subdivisions in addition to the regular fees and charges for students. Any political subdivision may levy and appropriate funds to pay the share of the political subdivisions for its residents who attend a community college in another political subdivision.

§8. State Board for Community Colleges.

(a) The State Board for Community Colleges is created to consist of eight members. One of the members always shall be the State Superintendent of Schools. Six members shall be appointed by the Governor with the advice and consent of the Senate from among citizens of the State who are known for their interest in civic and public affairs and for their knowledge and perception in educational matters. These six members first appointed shall be appointed respectively for terms of from one to six years and, as each of these terms expires, and thereafter, a successor shall be appointed by the Governor with the advice and consent of the Senate for a full term of six years. The eighth member of the State Board for Community Colleges shall be a student in good standing attending a community college in Maryland who shall be appointed by the Governor, after consideration of the recommendations of the presidents of the community colleges and with the advice and consent of the Senate for a term or one year beginning July 1 and ending June 30. A member of the Board may be appointed to successive terms. The Governor shall include one member of the State Board of Education among his initial appointments.

(b) Responsibility for Community Colleges: The State Board for Community Colleges shall serve until June 30, 1969 as an advisory board to the State Board of Education with respect to the operation, promotion and functions of the several community colleges. From and after July 1, 1969, the State Board for Community Colleges, acting under the provisions of this section, shall have and exercise full Statewide responsibility for the several community colleges.

(c) Employees: From the time of its establishment, the State Board for Community Colleges may employ a full-time salaried director to carry out its day-to-day functions under the control of the Board and it may employ such additional staff members, employees and assistants as may be necessary to carry out the functions of the Board and as may be provided in the budget from time to time.

(d) Powers, duties and functions: From and after July 1, 1969, the State Board for Community Colleges has the following powers, duties and functions:

(1) to establish general policies for the operation of the State's community colleges;

(2) to conduct studies on the problems of community college education;

(3) to assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

(4) to review and advise upon all curriculum proposals for newly established community colleges and for proposed major additions to or modifications of programs in existing community colleges;

(5) to recommend, review and advise upon proposals for the establishment of new community colleges;

(6) to coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;

(7) to facilitate the transfer of students between the community colleges and the University of Maryland, the State Colleges, and other institutions of higher education;

(8) to coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and arrange for the most advantageous use of facilities.

(9) to establish and maintain a system of information and accounting of community college activities;

(10) to provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;

(11) to administer the State's program of support for the community colleges;

(12) to assist and represent the community colleges in seeking and administering federal monies available to them;

(13) to assist the Maryland Advisory Council for Higher Education in its investigation of need throughout the State and in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the community colleges.

(14) to report annually to the General Assembly on the Board's activities and the activities of the community colleges.

§9. Appointment of separate local boards of community college trustees:

(a) Any local board of education which wishes to be divested of its responsibility for the management and control of the community college or colleges in that political subdivision may request the Governor to appoint a separate board of community college trustees for that political subdivision as provided in this section.

(b) Upon the request of a local board of education as provided in subsection (a) of this section, a local board of community college trustees composed of seven members shall be appointed. The Governor, with the advice and consent of the Senate, shall appoint the members of said board for said county, except in Baltimore City and such board shall be appointed by the mayor and city council. Of the seven members first appointed to any local board, five shall be appointed for initial terms of from one to five years, respectively, and the sixth and seventh members shall be appointed for initial terms of six years each. As any such appointment expires, and thereafter, the appointing authority shall appoint a successor for a full term or six years. The terms of office of the members of any local board appointed by the Governor shall commence on July 1 of the year of appointment by the Governor. If any local board has been created prior to July 1, 1969, and the terms of its members expire on a date other than June 30, the terms of such members shall be extended to the June 30 following the original expiration date of such appointment. Any member of the board may be appointed to a successive term. Among the appointees the appointing authority may include one member of the board of education for the county or the board of school commissioners for Baltimore City, except in Prince George's County where the board of trustees shall appoint one of its members to serve as liaison to the board of education. Any local board of trustees shall organize and select its own chairman from time to time.

(c) If a local board is created pursuant to this section it shall serve as the board of trustees for all community colleges except regional community colleges which are situated in the political subdivision.

§9A. Notwithstanding the provisions of Section 9 of this Article, Charles County Community College Board of Trustees shall be created separate and distinct from the Charles County Board of Education. The Board of Trustees shall consist of seven members. The Governor, with the advice and consent of the Senate, shall appoint the members of the Board, who must be residents of Charles County. At least five (5) members shall have completed sixty (60) semester hours of accredited college work and all shall receive expenses of six hundred dollars per year. Of the seven members appointed initially five shall be appointed for initial terms of from one to five years, respectively and the sixth and seventh members shall be appointed for initial terms of six years each. As any such appointment expires, and thereafter, the appointing authority shall appoint a successor for a full term of six years. Any member of the board may be appointed to a successive term. Among the initial appointees there shall be one member of the Charles County Board of Education who shall serve the initial term of one year and after the expiration of this one year term no current member of the Charles County Board of Education shall be appointed to the Board of Trustees. The Board of Trustees of the Community College shall organize and select its own chairman annually.

§9B. The Board of Education of Baltimore County shall divest on or before July 1, 1971, its responsibility for the management and control of the community college or colleges in Baltimore County pursuant to Section 9A of Article 77A of the Code, and pursuant to Section 9B of said Article the Board of Trustees shall be appointed, except that one member of the Board of Trustees shall be appointed from each councilmanic district of Baltimore County.

§10. The Succession of power; vesting of title to property:
The local boards and regional boards of trustees created in this subtitle shall assume, exer-

cise and have the powers, duties and functions of the former local or regional boards of trustees provided for elsewhere in this subtitle. Upon the appointment of any local or regional board of trustees under this section, title to all real and personal property of the community colleges under its jurisdiction shall vest in such local or regional board of trustees.

§10A.

(a) The board of trustees of any community college or regional community college shall carry comprehensive liability insurance to protect the board, its agents and employees and any agents and employees of any college under its jurisdiction. The purchase of the insurance shall be considered as an educational purpose and as a valid expense.

(b) The State Board for Community Colleges shall adopt regulations setting up standards and guidelines for the policies, including a minimum liability coverage which shall not be less than One Hundred Thousand Dollars ($100,000) per occurrence, and the policies purchased under this section after the adoption of these regulations shall conform to them.

(c) Any of the above boards of education shall be considered in compliance herein if they are self-insured, in an amount not less than One Hundred Thousand Dollars ($100,000) per occurrence under rules and regulations promulgated by the State Insurance Commissioner. The policy limits for this insurance shall not exceed Five Hundred Thousand Dollars ($500,000).

(d) Nothing in this section shall be construed as affecting the right of the various boards of trustees, on their own behalf, from raising the defense of sovereign immunity to any amount in excess of the limit of the policy or in excess of One Hundred Thousand Dollars ($100,000) in the case of self-insurance.

§10B.

(a) Prior to the acquisition of real property for the use and operation of a community college in Montgomery County, the board of trustees of the community college shall request in writing from the commission or agency having legal responsibility for county planning for land use the commission's confidential recommendations as to the sites appropriate for the acquisition which meet the college's requests and State regulations as well as conforming as far as practicable to development plans for land use in the county. In its request, the board shall designate for the commission any sites which the board may have under tentative consideration; provided however, that the commission shall not be limited in its recommendations to the sites designated by the board. The commission's recommendations to all designated sites shall be made in writing to the board within 45 days following receipt of the initial request from the board.

(b) Upon receipt of the site recommendations from the commission, the board shall rank suitable sites and select the site which it feels is most suitable for its intended purpose from among the commission's recommendations. If a selection is made, the board shall forward it together with the other recommendations made by the commission to the county council for Montgomery County prior to site acquisition. Within 45 days after receipt of the Board's selection the Council shall either approve or disapprove the Board's selection and, if disapproved, the Council shall indicate to the Board in writing the reasons for the disapproval. In the event of disapproval by the Council, the Board shall select a new site from among those considered by the commission. When a new selection is made it shall be submitted to the Council for approval in the same manner as the original selection

(c) If after receipt of the site recommendations from the Commission, the Board is unable to agree upon a selection from among the commission's recommendations, the Board shall so advise the County Council in writing. In this event, the Council may request that the Commission reconsider the matter and resubmit recommendations for action by the board and the Council in the same manner as provided for original recommendations.

(d) Following approval of a site by the Council, the Board may proceed with acquisition pursuant to the procedure prescribed by law.

APPENDIX B

EQUAL OPPORTUNITY POLICIES
MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

RESOLUTION ON EDUCATIONAL OPPORTUNITY

WHEREAS, the Community Colleges of Maryland are a fully integrated system and there are no separate black and white colleges; and

WHEREAS, the Presidents of the Community Colleges individually have indicated their support for providing educational opportunities for all students of minority groups; now

THEREFORE, BE IT RESOLVED, that the State Board for Community Colleges reiterates its policy that the Community Colleges of Maryland shall provide educational opportunities for all, regardless of race, religion, sex, or national origin.

Approved: October 7, 1970

RESOLUTION ON EQUAL EMPLOYMENT OPPORTUNITIES

WHEREAS, the Community Colleges of Maryland are a fully integrated system and there are no separate black and white colleges; and

WHEREAS, the Presidents of the Community Colleges individually have indicated their support for providing equal opportunities for employment for all;

NOW, THEREFORE, BE IT RESOLVED, that the State Board for Community Colleges reiterates its policy that the Community Colleges of Maryland and the State Board for Community Colleges provide equal employment opportunities for all, regardless of race, religion, sex, or national origin.

Approved: June 28, 1973

APPENDIX C

SELECTED STATISTICAL DATA
MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

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MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Opening Fall Enrollment 1972

Table 1-C

Source of Data: HEGIS 2300-2.3-1

College	First-Time Degree Credit Students (Transfer)			Total Degree Credit Students (Transfer)			First-Time Non-Bachelor Degree Credit Students (Occupational)			Total Non-Bachelor Degree Credit Students (Occupational)			Grand Total All Students		
	F–T	P–T	Total	F–T	P–T	Total	F–T	P–T	Total	F–T	P–T	Total	F–T	P–T	Total
Allegany	265	87	352	438	229	667	224	29	253	367	107	474	805	336	1,141
Anne Arundel	479	373	852	1,101	1,208	2,309	247	229	476	519	699	1,218	1,620	1,907	3,527
Baltimore	310	279	589	815	741	1,556	861	1,581	2,442	1,883	3,676	5,559	2,698	4,437	7,135
Catonsville	705	1,041	1,746	1,721	3,279	5,000	468	286	754	930	1,349	2,279	2,651	4,628	7,279
Cecil	115	145	260	143	414	557	23	25	48	46	71	117	189	485	674
Charles	171	223	394	244	388	632	95	240	335	145	345	490	389	733	1,122
Chesapeake	74	144	218	313	244	557	14	7	21	14	11	25	327	255	582
Dundalk	37	61	98	123	420	543	7	17	24	15	75	90	138	495	633
Essex	832	439	1,271	1,729	1,481	3,210	456	287	743	883	1,237	2,120	2,612	2,718	5,330
Frederick	182	206	388	315	405	720	70	100	170	147	222	369	462	627	1,089
Garrett	52	0	52	83	136	219	11	0	11	24	0	24	107	136	243
Hagerstown	362	253	615	505	463	968	125	72	197	288	166	454	793	629	1,422
Harford	291	267	558	642	1,307	1,949	117	101	218	301	368	669	943	1,675	2,618
Howard	140	69	209	227	518	745	41	11	52	90	101	191	317	619	936
Montgomery:															
Rockville	1,452	1,377	2,829	3,380	3,195	6,575	483	78	561	1,147	411	1,558	4,527	3,606	8,133
Takoma Park	182	303	485	801	900	1,701	142	38	180	471	340	811	1,272	1,240	2,512
Prince George's	827	1,077	1,904	2,381	3,496	5,877	347	164	511	1,070	941	2,011	3,451	4,437	7,888
TOTAL	6,476	6,344	12,820	14,961	18,824	33,785	3,731	3,265	6,996	8,340	10,119	18,459	23,301	28,963	52,264

F–T—Full-time
P–T—Part-time

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Comparison 1971, 1972 Opening Fall Enrollment

Table 2-C

Source of Data: HEGIS 2300-2.3-1

College	Fall 1971 Part-time	Fall 1972 Part-time	% Increase (Decrease)	Fall 1971 Full-time	Fall 1972 Full-time	% Increase (Decrease)	Fall 1971 TOTAL	Fall 1972 TOTAL	% Increase (Decrease)
Allegany	354	336	(5.1)	895	805	(10.0)	1,249	1,141	(8.6)
Anne Arundel	1,534	1,907	24.3	1,614	1,620	0.4	3,148	3,527	12.0
Baltimore	3,973	4,437	11.7	3,185	2,698	(15.3)	7,158	7,135	(0.3)
Catonsville	3,416	4,628	35.5	2,783	2,651	(4.7)	6,199	7,279	17.4
Cecil	357	485	35.9	156	189	21.2	513	674	31.3
Charles	799	733	(8.2)	389	389	-o-	1,188	1,122	(5.5)
Chesapeake	288	255	(11.4)	337	327	(2.9)	625	582	(6.8)
Dundalk	434	495	14.1	69	138	100.0	503	633	25.8
Essex	2,336	2,718	16.4	2,268	2,612	15.2	4,604	5,330	15.8
Frederick	642	627	(2.3)	566	462	(18.3)	1,208	1,089	(9.8)
Garrett	87	136	56.3	55	107	94.5	142	243	71.1
Hagerstown	551	629	14.2	804	793	(1.3)	1,355	1,422	4.9
Harford	1,367	1,675	22.5	972	943	(2.9)	2,339	2,618	11.9
Howard	390	619	58.7	337	317	(5.9)	727	936	28.7
Montgomery:									
Rockville	2,977	3,606	21.1	4,005	4,527	13.0	6,982	8,133	16.5
Takoma Park	1,215	1,240	2.1	1,338	1,272	(4.9)	2,553	2,512	(1.6)
Prince George's	3,788	4,437	17.1	3,390	3,451	1.8	7,178	7,888	9.9
TOTAL	24,508	28,963	18.2	23,163	23,301	0.6	47,671	52,264	9.6

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Enrollment by Race, Fall 1972

Table 3-C

Source of Data: SBCC Survey

College	White		Black		American Indian		Oriental		Spanish Surname		TOTAL	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	789	332	12	3	0	0	0	0	4	1	805	336
Anne Arundel	1,515	1,830	77	60	8	7	14	5	6	5	1,620	1,907
Baltimore	1,140	1,920	1,513	2,506	3	3	30	6	12	2	2,698	4,437
Catonsville	2,558	4,223	66	379	0	0	13	12	14	14	2,651	4,628
Cecil	174	482	14	3	1	0	0	0	0	0	189	485
Charles	343	636	42	90	0	1	4	3	0	3	389	733
Chesapeake	295	181	32	74	0	0	0	0	0	0	327	255
Dundalk	124	458	13	34	0	2	0	0	1	1	138	495
Essex	2,532	2,638	62	60	4	12	7	3	7	5	2,612	2,718
Frederick	429	597	30	25	1	2	1	2	1	1	462	627
Garrett	105	136	0	0	0	0	2	0	0	0	107	136
Hagerstown	745	607	47	21	0	0	1	1	0	0	793	629
Harford	832	1,581	87	80	6	5	9	5	9	4	943	1,675
Howard	249	541	63	71	3	3	1	2	1	2	317	619
Montgomery	5,521	4,531	202	228	7	15	47	50	22	22	5,799	4,846
Prince George's	2,959	3,520	400	826	8	10	52	48	32	33	3,451	4,437
TOTAL	20,310	24,213	2,660	4,460	41	60	181	137	109	93	23,301	28,963

F-T—Full-time
P-T—Part-time

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Comparison 1971, 1972 Black Student Enrollment

Table 4-C

Source of Data: SBCC Survey

College	1971		1971 Total	1971 % Total College Population	1972		1972 Total	1972 % Total College Population	Per. Point INCR. (DECR.) 1971-1972
	F-T	P-T			F-T	P-T			
Allegany	7	3	10	.8	12	3	15	1.3	.5
Anne Arundel	65	33	98	3.1	77	60	137	3.8	.7
Baltimore	1,590	1,743	3,333	46.6	1,513	2,506	4,019	56.3	9.7
Catonsville	79	239	318	3.1	66	379	445	6.1	1.0
Cecil	6	4	10	1.9	14	3	17	2.5	.6
Charles	50	68	118	9.9	42	90	132	11.7	1.8
Chesapeake	55	75	130	20.8	32	74	106	18.2	(2.6)
Dundalk	6	21	27	5.4	13	34	47	7.4	2.0
Essex	55	84	139	3.0	62	60	122	2.2	(.8)
Frederick	22	48	70	5.8	30	25	55	5.0	(.8)
Garrett	—	—	—	—	—	—	—	—	—
Hagerstown	21	46	67	4.9	47	21	68	4.7	(.2)
Harford	69	67	136	5.8	87	80	167	6.3	.5
Howard	27	41	68	9.4	63	71	134	14.3	4.9
Montgomery	182	203	385	4.0	202	228	430	4.0	.0
Prince George's	262	619	881	12.3	400	826	1,226	15.5	3.2
TOTAL	2,496	3,294	5,790	12.2	2,660	4,460	7,120	13.6	1.4

F-T—Full-time
P-T—Part-time

Per.—Percentage

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Comparison of In-County, Out-of-County, Out-of-State Opening Fall Enrollment 1972

Table 5-C

Source of Data: Maryland Council for Higher Education

College	In-County			Out-of-County			Out-of-State			Total Enrollment		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	703	322	1,025	85	9	94	17	5	22	805	336	1,141
Anne Arundel	1,584	1,864	3,448	33	40	73	3	3	6	1,620	1,907	3,527
Baltimore	2,436	3,853	6,289	207	576	783	55	8	63	2,698	4,437	7,135
Catonsville	2,122	3,410	5,532	521	1,183	1,704	8	35	43	2,651	4,628	7,279
Cecil	187	485	672	-o-	-o-	-o-	2	-o-	2	189	485	674
Charles	307	606	913	78	113	191	4	14	18	389	733	1,122
Chesapeake	290	221	511	36	33	69	1	1	2	327	255	582
Dundalk	131	479	610	7	16	23	-o-	-o-	-o-	138	495	633
Essex	2,261	2,405	4,666	346	310	656	5	3	8	2,612	2,718	5,330
Frederick	375	587	962	83	38	121	4	2	6	462	627	1,089
Garrett	107	135	242	-o-	-o-	-o-	-o-	1	1	107	136	243
Hagerstown	662	576	1,238	23	26	49	108	27	135	793	629	1,422
Harford	867	1,630	2,497	54	42	96	22	3	25	943	1,675	2,618
Howard	299	568	867	12	51	63	6	-o-	6	317	619	936
Montgomery:												
Rockville	4,176	3,272	7,448	82	114	196	269	220	489	4,527	3,606	8,133
Takoma Park	1,035	1,048	2,083	90	92	182	147	100	247	1,272	1,240	2,512
Prince George's	3,366	4,317	7,683	31	76	107	54	44	98	3,451	4,437	7,888
TOTAL	20,908	25,778	46,686	1,688	2,719	4,407	705	466	1,171	23,301	28,963	52,264

F-T—Full-time
P-T—Part-time

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Comparison Community College Enrollment to Political Subdivisions Served

Table 6-C

Source of Data: Maryland Department of Economic Development

College	1972 County Population	Total Enrollment Fall 1972	% of Population Enrolled
Allegany	88,600	1,141	1.28
Anne Arundel	306,600	3,527	1.15
Baltimore (City)	917,700	7,135	.78
Catonsville, Dundalk and Essex (Baltimore County)	633,900	13,242	2.09
Cecil	53,800	674	1.25
Charles	51,200	1,122	2.19
Chesapeake (Queen Anne's, Kent, Talbot, and Caroline Counties)	81,800	582	.71
Frederick	87,700	1,089	1.24
Garrett	21,500	243	1.13
Hagerstown (Washington County)	106,300	1,422	1.34
Harford	124,100	2,618	2.11
Howard	66,600	936	1.40
Montgomery	544,100	10,645	1.96
Prince George's	674,500	7,888	1.17
TOTAL	3,758,400	52,264	1.39

Total county population not served by a Community College	273,900	(6.8% of State population)
Total State Population	4,032,300	
Projected student population of State not presently served by a Community College*	3,834	

*Carroll, Wicomico, St. Mary's, Dorchester, Worcester, Somerset, and Calvert Counties presently not being served by a Community College.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Summary of Degrees and Other Formal Awards Conferred, 1972

Table 7-C

Source of Data: HEGIS 2300.2-1

College	Total A.A. Degrees Awarded	Awards Conferred in Organized Occupational Curricula Two-Year Programs					Total A.A. Degrees (Occupational) Awarded	Less Than Two-Year (Certificate) Awards
		Public Service	Engr'g. Related	Health Service	Business and Commerce	Other		
Allegany	160	0	10	60	0	8	78	5
Anne Arundel	242	5	21	43	36	0	105	1
Baltimore	683	122	56	145	135	9	467	13
Catonsville	526	35	33	94	28	0	190	8
Cecil	48	3	0	2	6	0	11	1
Charles	63	5	1	0	8	9	23	7
Chesapeake	71	17	0		0	0	17	10
Essex	438	43	0	[illegible]	13	0	121	0
Frederick	125	0	2	22	25	0	49	13
Hagerstown	214	14	1	13	28	0	56	1
Harford	215	0	13	22	30	3	68	21
Howard	35	0	3	0	2	0	5	1
Montgomery:								
Rockville	472	22	11	1	102	0	136	10
Takoma Park	244	0	6	92	18	0	116	2
Prince George's	533	7	17	61	61	0	146	0
TOTAL	4,069	273	174	620	492	29	1,588	93

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Comparison of 1969, 1970, 1971, 1972 Degrees and Certificates Conferred

Table 8-C

Source of Data: HEGIS 2300.2-1

College	A.A. Degrees Conferred				A.A. Degrees Conferred in Organized Occupational Curricula				Less Than Two-Year Degrees Awarded (Certificates)			
	1969	1970	1971	1972	1969	1970	1971	1972	1969	1970	1971	1972
Allegany	53	50	45	160	8	7	3	78	0	0	4	5
Anne Arundel	89	86	150	242	32	46	59	105	0	0	0	1
Baltimore	405	509	591	683	167	247	230	467	31	31	3	13
Catonsville	209	315	359	526	76	135	104	190	0	0	5	8
Cecil	0	11	31	48	0	0	1	11	0	21	0	1
Charles	25	26	64	63	4	4	17	23	0	18	31	7
Chesapeake	38	63	65	71	3	9	6	17	1	8	14	10
Essex	122	185	316	438	31	64	78	121	0	0	0	0
Frederick	66	77	109	125	17	27	43	49	2	5	9	13
Hagerstown	114	134	225	214	14	38	53	56	0	3	7	1
Harford	99	78	184	215	23	33	41	68	19	21	17	21
Howard	—	—	—	35	—	—	—	5	—	—	—	1
Montgomery:												
Rockville	239	294	365	472	70	83	90	136	4	3	5	10
Takoma Park	186	180	213	244	60	62	91	116	1	5	0	2
Prince George's	272	302	445	533	33	54	95	146	0	2	3	0
TOTAL	1,917	2,310	3,162	4,069	538	809	911	1,588	58	117	98	93

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Financial Statistics 1971-1972

Table 9-C

Source of Data: HEGIS 2300-4

College	Current Funds Revenues by Source				Current Funds Expenditures by Function			
	Educational & General Revenues	Student Aid Grants	Auxiliary Enterprises	Total Current Funds Revenues	Educational & General Expenditures	Student Aid Grants	Auxiliary Enterprises	Total Current Funds Expenditures
Allegany	$ 1,680,518	$ 52,037	$ ——	$ 1,732,555	$ 1,652,102	$ 52,037	$ ——	$ 1,704,139
Anne Arundel	3,161,827	——	——	3,161,827	3,185,296	——	——	3,185,296
Baltimore	7,242,716	156,074	235,123	7,633,913	7,232,658	156,074	320,990	7,709,722
Catonsville	6,635,641	31,529	401,548	7,068,718	6,635,643	38,900	393,713	7,068,256
Cecil	431,737	20,030	——	451,767	429,457	19,953	——	449,410
Charles	1,675,983	8,410	34,675	1,719,068	1,709,720	——	26,748	1,736,468
Chesapeake	966,897	12,051	14,821	993,769	872,400	28,843	18,663	919,906
Dundalk	621,312	——	14,244	635,556	614,721	4,417	11,684	630,822
Essex	5,462,282	65,895	259,940	5,788,117	4,704,353	66,174	246,807	5,017,334
Frederick	1,354,816	11,217	80,030	1,446,063	1,308,811	22,350	72,573	1,403,734
Garrett	334,517	45,211	11,012	390,740	348,636	29,733	13,242	391,611
Hagerstown	1,773,505	13,555	24,474	1,811,534	1,532,168	18,833	25,042	1,576,043
Harford	3,014,279	62,412	42,197	3,118,888	2,999,971	62,412	42,197	3,104,580
Howard	1,534,942	10,040	53,113	1,598,095	1,429,551	12,050	43,920	1,485,521
Montgomery	13,095,253	58,462	987,942	14,141,637	12,841,650	58,462	997,422	13,897,534
Prince George's	7,050,290	345,929	——	7,396,219	7,512,609	351,525	——	7,864,134
TOTAL 1972	$56,036,495	$892,852	$2,159,119	$59,088,466	$55,009,746	$921,763	$2,213,001	$58,144,510
TOTAL 1971	$45,547,662	$668,223	$2,361,416	$48,577,301	$44,530,799	$625,033	$2,305,897	$47,461,729
TOTAL 1970	$34,000,985	$324,829	$1,978,441	$36,304,255	$32,824,365	$338,837	$1,906,306	$35,069,508
TOTAL 1969	$24,100,812	$122,973	$1,000,309	$25,224,094	$23,495,620	$137,348	$646,110	$24,279,078

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Major Sources of Revenue FY 1972

Source of Data: SBCC

Table 10-C

College	Student Fees and Tuition	State	Local Political Subdivisions
Allegany	$ 430,104	$ 711,710	$ 369,811
Anne Arundel	833,034	1,544,020	717,870
Baltimore	1,951,565	3,098,913	880,091
Catonsville	1,432,900	2,811,899	2,240,089
Cecil	102,844	211,260	107,145
Charles	226,917	461,580	395,150
Chesapeake	227,944	327,110	319,797
Dundalk	63,947	181,300	858,617
Essex	971,154	2,212,000	2,128,740
Frederick	342,266	572,320	372,400
Garrett	31,476	134,655	136,678
Hagerstown	492,751	670,165	423,200
Harford	747,061	1,377,669	685,000
Howard	205,687	368,270	815,565
Montgomery	3,279,377	4,746,896	4,639,792
Prince George's	1,915,387	3,496,499	1,390,679
TOTAL	$13,254,414	$22,926,266	$16,480,624

In addition to above revenue, Community Colleges receive revenue from Federal Sources, Auxiliary Services, and outside grants.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Physical Plant Assets FY 1972

Table 11-C

Source of Data: HEGIS 2300-4

College	Land	Buildings	Equipment	Grand Total
Allegany	$ 168,000	$4,219,059	$1,191,187	$5,578,246
Anne Arundel	368,000	5,490,708	1,351,049	7,209,757
Baltimore	272,677	5,750,012	1,141,109	7,163,798
Catonsville	368,223	8,745,549	2,185,498	11,299,270
Cecil	20,176	638,439	158,380	816,995
Charles	100,000	2,925,000	982,800	4,007,800
Chesapeake	118,917	3,086,098	522,463	3,727,478
Dundalk	54,022	1,594,091	154,872	1,802,985
Essex	908,955	3,538,954	1,624,019	6,071,928
Frederick	661,783	3,413,051	331,389	4,406,223
Garrett	69,998	1,212,227	172,286	1,454,511
Hagerstown	175,000	2,329,223	1,570,000	4,074,223
Harford	450,000	4,531,000	1,292,000	6,273,000
Howard	364,581	2,407,749	458,582	3,230,912
Montgomery	448,193	19,426,402	1,346,321	21,220,916
Prince George's	614,775	5,680,708	1,495,149	7,790,632
TOTAL 1972	$5,163,300	$74,988,270	$15,977,104	$96,128,674
TOTAL 1971	$5,441,594	$70,300,900	$12,403,402	$88,145,896

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

*Tuition 1972-1973

Table 12-C

Source of Data. SBCC

College	County Resident		Out-of-County Resident		Out-of-State Student	
	(1) Full-Time	(2) Part-Time	(1) Full-Time	(2) Part-Time	(1) Full-Time	(2) Part-Time
Allegany	$125.00	$ 12.50	$305.00	$ 30.50	$575.00	$ 57.50
Anne Arundel	150.00	13.00	330.00	28.00	600.00	50.00
Baltimore	150.00(3)	12.00(3)	300.00(4)	19.00(4)	450.00	36.00
Catonsville	112.50	10.00	275.00	25.00	500.00	42.00
Cecil	150.00	12.50	350.00	29.00	500.00	40.00
Charles	168.00	12.00	336.00	24.00	504.00	36.00
Chesapeake	175.00	17.00	350.00	34.00	875.00	60.00
Dundalk	112.50	10.00	275.00	25.00	500.00	42.00
Essex	112.50	10.00	275.00	25.00	500.00	42.00
Frederick	150.00	12.00	300.00	25.00	600.00	50.00
Garrett	150.00	12.00	300.00	20.00	600.00	40.00
Hagerstown	125.00	11.00	275.00	23.00	500.00	42.00
Harford	150.00	13.00	400.00	34.00	600.00	50.00
Howard	150.00	13.00	300.00	25.00	550.00	45.00
Montgomery	200.00	17.00	450.00	40.00	600.00	50.00
Prince George's	10.50(5)	10.50	23.50(5)	23.50	47.00(5)	47.00

(1) Per Term/Semester
(2) Per Credit Hour
(3) These charges apply to Baltimore City residents only
(4) These charges apply to residents outside Baltimore City
(5) Charges levied per credit hour

*In addition to tuition, a wide range and variety of fees are also charged by the community colleges but are not included on this page because of the extensiveness of the list.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Report On Percentages of Expenditures by Function

Source of Data: SBCC

Table 13-C

College	Total Expenditures	Instruction	Organized Activities Related To Instruction	Sponsored Programs and Research	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional Expenses
Allegany	$2,010,741	59.1	—	—	7.1	6.0	6.4	10.8	10.6
Anne Arundel	3,736,020	68.6	—	—	3.9	5.0	11.0	6.8	4.7
Baltimore	7,803,397	61.5	—	—	4.0	18.2	8.8	7.5	—
Catonsville	7,940,417	45.6	1.7	—	7.4	10.4	10.7	9.4	14.8
Cecil	560,938	46.9	—	—	12.5	10.3	13.7	9.7	6.9
Charles	1,906,000	53.2	9.3	—	6.1	11.0	5.3	8.0	7.1
Chesapeake	924,005	38.1	—	—	10.7	17.1	13.7	12.2	8.2
Dundalk	830,000	44.9	—	—	6.2	19.7	4.1	21.0	4.1
Essex	6,843,581	44.0	—	—	6.9	7.1	11.8	7.0	23.2
Frederick	1,458,031	52.2	—	—	11.0	12.2	13.6	7.3	3.7
Garrett	395,100	45.1	1.5	—	9.2	9.3	11.1	17.2	6.6
Hagerstown	1,806,699	63.2	—	—	6.6	6.8	8.3	11.4	3.7
Harford	2,815,399	54.7	—	—	6.0	12.0	13.8	11.7	1.8
Howard	1,491,007	41.9	6.1	—	14.6	7.2	9.2	14.3	6.7
Montgomery	15,262,865	57.0	2.1	.9	8.1	7.1	12.4	9.1	3.3
Prince George's	8,413,253	58.6	—	—	4.1	12.1	10.2	13.1	1.9
TOTAL	$64,197,453	51.9	1.5	.9	7.9	10.7	10.5	10.0	6.6

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Employment by Race, Fall 1972

Source of Data: SBCC Survey

Table 14-C

College	White Non-Professional		Black Non-Professional		Other Non-Professional		White Faculty		Black Faculty		Other Faculty		White Administrative		Black Administrative		Other Administrative		Total Non-Professional		Total Faculty		Total Administrative	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	46	1	0	0	0	0	69	10	0	0	1	0	13	0	0	0	0	0	46	1	70	10	13	0
Anne Arundel	65	3	11	0	0	0	146	44	0	1	1	0	13	1	1	0	0	0	76	3	147	45	14	1
Baltimore	42	57	55	64	1	2	150	112	20	45	0	3	17	2	6	1	0	0	98	123	170	160	23	3
Catonsville	148	16	28	0	0	0	177	149	6	6	0	0	51	1	3	1	0	0	176	16	183	155	54	2
Cecil	7	0	0	0	0	0	12	26	0	0	0	0	6	0	0	0	0	0	7	0	12	26	6	0
Charles	31	5	8	2	0	0	39	47	2	2	0	0	7	0	0	0	0	0	39	7	41	49	7	0
Chesapeake	24	4	7	0	0	0	22	28	0	1	1	0	11	4	0	0	0	0	31	4	23	29	11	4
Dundalk	11	3	3	0	0	0	12	40	1	2	0	0	4	0	1	0	1	0	14	3	13	42	6	0
Essex	143	20	12	0	0	0	150	116	3	2	4	1	14	0	0	0	0	0	155	20	157	119	14	0
Frederick	32	2	1	0	0	0	31	37	1	0	0	1	16	0	0	0	0	0	33	2	32	38	16	0
Garrett	9	2	0	0	0	0	9	13	0	0	0	0	5	0	0	0	0	0	9	2	9	13	5	0
Hagerstown	44	2	0	0	0	0	61	27	0	1	1	0	21	0	0	0	0	0	44	2	62	28	21	0
Harford	102	54	8	1	1	1	66	64	2	0	1	0	17	0	0	0	0	0	111	56	69	64	17	0
Howard	21	7	7	2	0	0	30	88	1	5	0	1	14	0	0	1	0	0	28	9	31	94	14	1
Montgomery:																								
Rockville	260	36	35	1	8	2	267	167	6	4	2	2	28	0	0	0	1	0	303	39	275	173	29	0
Takoma Park	55	5	19	1	2	1	96	113	4	3	0	6	5	0	0	0	0	0	76	7	100	122	5	0
Prince George's	135	66	56	6	1	1	219	160	13	6	7	6	28	0	3	0	0	0	192	73	239	172	31	0
TOTAL	1,175	283	250	77	13	7	1,556	1,241	59	78	18	20	270	8	14	3	2	0	1,438	367	1,633	1,339	286	11

F-T—Full-time P-T—Part-time

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Full-time Employees by Primary Function 1972-73

Table 15-C

Source of Data: SBCC Survey

Primary Function	Allegany	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex	Frederick	Garrett	Hagerstown	Harford	Howard	Montgomery	Prince George's	TOTAL
Instruction	68	141	170	182	17	41	26	12	144	34	9	61	68	32	328	236	1569
Public Service	—	1	—	4	—	—	—	—	—	—	—	—	10	—	3	2	20
Academic Support, Student Service & Instructional Support	20	17	75	63	6	23	8	7	27	11	10	24	22	18	104	50	485
Sub-Total	88	159	245	249	23	64	34	19	171	45	19	85	100	50	435	288	2074
Non-Professional Employees	46	77	98	176	7	39	31	14	155	33	9	44	111	28	379	186	1433
Total Full-time Employees	134	236	343	425	30	103	65	33	326	78	28	129	211	78	814	474	3507

Table 16-C

MARYLAND POPULATION ESTIMATES

Subdivision	Land Area in Square Miles	Population Estimates 1972	Population Estimates 1980	Estimated Population Density People Per Square Mile 1972	Estimated Population Density People Per Square Mile 1980	Percent Increase/Decrease 1972-1980	Estimated Population Increase/Decrease 1972-1980: Inhabitants Per Square Mile
MARYLAND	9,874	4,026,299	4,762,800	407.8	482.4	+ 18	+ 74.6
Baltimore City	79	917,700	900,000	11,616.5	11,392.4	- 2	- 224.1
Allegany	426	88,600	85,000	208.0	199.5	- 4	- 8.5
Anne Arundel	417	306,600	400,000	735.3	959.2	+ 30	+ 223.9
Baltimore	608	633,900	750,000	1,042.6	1,233.6	+ 18	+ 191.0
Calvert	219	20,782	25,000	94.9	114.2	+ 20	+ 19.3
Caroline	320	20,511	20,000	64.1	62.5	- 2	- 1.6
Carroll	453	70,206	75,000	155.0	165.6	+ 7	+ 10.6
Cecil	352	53,800	63,000	152.8	179.0	+ 17	+ 26.6
Charles	458	51,200	58,000	111.8	126.6	+ 13	+ 14.8
Dorchester	580	29,245	30,000	50.4	51.7	+ 3	+ 1.3
Frederick	664	87,700	105,000	132.1	158.1	+ 20	+ 26.0
Garrett	662	21,500	22,000	32.5	33.2	+ 2	+ .7
Harford	448	124,100	150,000	277.0	334.8	+ 21	+ 57.8
Howard	250	66,600	112,000	266.4	448.0	+ 68	+ 181.6
Kent	284	17,025	17,000	60.0	59.9	- 0 -	- .1
Montgomery	493	544,100	708,000	1,103.7	1,436.1	+ 30	+ 332.4
Prince George's	485	674,500	925,000	1,390.7	1,907.2	+ 37	+ 516.5
Queen Anne's	373	19,302	19,500	51.7	52.3	+ 1	+ .6
St. Mary's	367	49,000	55,000	133.5	149.9	+ 12	+ 16.4
Somerset	332	18,924	19,000	57.0	57.2	- 0 -	+ .2
Talbot	279	24,962	26,500	89.5	95.0	+ 6	+ 5.5
Washington	462	106,300	113,800	230.1	246.3	+ 7	+ 16.2
Wicomico	380	55,100	58,500	145.0	154.0	+ 6	+ 9.0
Worcester	483	24,642	25,500	51.0	52.8	+ 3	+ 1.8

Source: SBCC Data.

ENROLLMENT, NATIONWIDE PUBLIC AND PRIVATE COMMUNITY COLLEGES
1960-1972

Table 17-C

	PUBLIC COMMUNITY COLLEGES			PRIVATE COMMUNITY COLLEGES			Total Public and Private Community Colleges
Year	Full-time	Part-time	Total	Full-time	Part-time	Total	
1960	250,620	315,604	566,224	70,108	23,884	93,992	660,216
1961	284,338	360,630	644,968	77,944	25,707	103,651	748,619
1962	312,538	400,796	713,334	79,301	26,234	105,535	818,869
1963	348,675	465,587	814,244	83,380	29,910	113,290	927,534
1964	424,882	487,181	912,063	93,991	28,879	122,870	1,034,933
1965	567,171	584,915	1,152,086	109,512	31,155	140,667	1,292,753
1966	677,840	639,140	1,316,980	118,134	28,985	147,119	1,464,099
1967	771,420	756,800	1,528,220	111,672	31,548	143,220	1,671,440
1968	932,907	878,057	1,810,964	110,252	32,900	143,152	1,954,116
1969	1,038,456	1,013,037	2,051,493	107,827	26,952	134,779	2,186,272
1970	1,176,142	1,137,467	2,313,609	106,462	27,330	133,792	2,447,401
1971	1,276,064	1,267,837	2,543,901	107,939	28,922	136,861	2,680,762
1972	a/	a/	2,729,685	a/	a/	136,377	2,866,062

a/ Full-time and Part-time breakdown will not be available until fall, 1973.

Table 18-C

MARYLAND COMMUNITY COLLEGES PROGRAM ENROLLMENT DATA

SUMMARY

FALL 1972

	Total	Allegany	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex	Frederick	Garrett	Hagerstown	Harford	Howard	Montgomery		Prince George's
																Rockville	Takoma Park	
TRANSFER	27,232	302	2,310	3,216	4,294	425	596	338	299	2,375	1,031	146	659	1,447	411	4,372	1,168	3,843
OCCUPATIONAL	15,023	417	1,116	2,394	2,800	228	166	86	86	2,172	48	96	448	621	176	1,508	791	1,870
CERTIFICATE	551	30	72	71	97	3	109	27	–	–	–	–	6	59	–	46	10	21
Total	42,806	749	3,498	5,681	7,191	656	871	451	385	4,547	1,079	242	1,113	2,127	587	5,926	1,969	5,734
UNDECLARED PROGRAM	8,344	46	19	1,453	88	152	45	–	142	780	10	–	411	255	349	1,980	460	2,154
TOTAL ENROLLMENT	51,150	795	3,517	7,134	7,279	808	916	451	527	5,327	1,089	242	1,524	2,382	936	7,906	2,429	7,888

Table 19-C

MARYLAND COMMUNITY COLLEGES PROGRAM ENROLLMENT DATA

SUMMARY

FALL 1971

	Total	Allegany	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex	Frederick	Garrett	Hagerstown	Harford	Howard	Montgomery		Prince George's
																Rockville	Takoma Park	
TRANSFER	26,909	615	1,993	3,930	4,260	195	664	455	210	2,032	803	32	752	1,228	318	3,875	1,450	4,097
OCCUPATIONAL	12,064	288	930	2,568	1,522	115	313	48	73	1,685	395	36	444	461	52	1,205	593	1,336
CERTIFICATE	466	4	13	22	78	–	200	26	–	–	–	–	8	47	3	35	10	20
Total	39,439	907	2,936	6,520	5,860	310	1,177	529	283	3,717	1,198	68	1,204	1,736	373	5,115	2,053	5,453
UNDECLARED PROGRAM	5,973	337	24	485	326	193	11	–	135	325	–	74	151	13	–	1,671	547	1,681
TOTAL ENROLLMENT	45,412	1,244	2,960	7,005	6,186	503	1,188	529	418	4,042	1,198	142	1,355	1,749	373	6,786	2,600	7,134

APPENDIX D

THE ANNOTATED CODE OF MARYLAND
ARTICLE 77A, SECTIONS 28-32
MARYLAND COUNCIL FOR HIGHER EDUCATION

HIGHER EDUCATION LAWS OF MARYLAND

Article 77A — Sections 28-32 of the Annotated Code of Maryland Including 1966, 1968, 1969 and 1972 Amendments

MARYLAND COUNCIL FOR HIGHER EDUCATION

Section 28. Establishment; composition; appointment of members; qualifications; terms, vacancies; expenses.

(a) There is established the Maryland Council for Higher Education consisting of thirteen members who shall be appointed from the citizens of the State by the Governor with the advice and consent of the Senate. The members of the Council shall be selected by the Governor solely by reason of their demonstrated interest in the broad range of higher education, their knowledge and understanding of its needs and problems and their devotion to its cause, but not more than two members shall have attended the same institution of higher learning. Each member shall be appointed for a term of six years from the first Monday in June in the year of his appointment; provided that of the initial appointments three shall be for terms ending the first Monday of June 1966, three shall be for terms ending the first Monday of June 1968, and three shall be for terms ending the first Monday of June, 1970, respectively. Each member shall serve until his successor qualifies and shall be eligible for reappointment. In the case of any vacancies, the Governor shall appoint a successor to the unexpired term.

(a-1) The four members added to the Council in 1968 shall be appointed by the Governor from persons having qualifications similar to those in subsection (a), except that one shall be a representative of the University of Maryland, nominated by the Board of Regents of the University of Maryland, one shall be a representative of the State Colleges nominated by the Board of Trustees of the State Colleges, one shall be a member of the State Board responsible for Community Colleges, and one shall be a representative of the several private institutions of higher education in this State. Of the first four persons appointed under this subsection, one shall be appointed for a term of three years, one for a term of four years, one for a term of five years, and one for a term of six years.

(b) The members of the Council shall serve without compensation but shall be paid their reasonable and necessary expenses when engaged in the discharge of their official duties.

Section 29. Meetings; quorum; record; chairman; rules of procedures; executive director; employees.

(a) The Council shall meet regularly at such times and places as it determines. Each member shall have an equal vote on all matters before the Council, and a majority of the Council shall constitute a quorum for the transaction of business. An accurate and complete record shall be kept of all meetings. The Council shall select its own chairman and, subject to the provisions of this subtitle, it may make all necessary and proper rules for the transaction of its business and the performance of its functions.

(b) The Council shall appoint an executive director who shall not be subject to the provisions of Article 64A of this Code, title "Merit System" and who shall perform such functions as the Council may prescribe; and the Council may employ such other assistants as are in the budget provided. The executive director and all professional and clerical employees of the Council shall be eligible for membership in, and shall become members of, the Teachers' Retirement System of the State of Maryland. The salaries of all employees and the administrative expenses of the Council shall be as provided in the annual budget.

Section 30. Duties and Functions.

(a) Studies and recommendations; preparation of programs; investigations; securing, etc., certain data. It shall be the duty of the Council to coordinate the growth and overall development of higher education in the State, to conduct studies concerning the various aspects of public higher education in the State, to report the result of its researches, and to make recommendations to the governing boards of the public institutions of higher education and to appropriate State officials with respect to the matters it has considered. The functions of the Council shall include the following:

(1) Prepare programs for the orderly growth and overall development of the State system of public higher education to meet trends in population and the changing social and technical requirements of the economy;

(2) Investigate and evaluate the needs throughout the State for undergraduate, graduate and adult education, for professional and technical training and for research facilities, and present plans and recommendations for the establishment and location of new facilities and programs or for major alterations in existing programs or facilities;

(3) Recommend all new degree programs at the Doctoral, Master's, Baccalaureate, and Associate levels in all public institutions;

(4) Study and make recommendations regarding the Statewide coordination of the activities of the appropriate agencies, and institutions of higher learning, academically, administratively and fiscally, with the objective of achieving the most effective and economical employment of existing education facilities and of fostering a climate of cooperation and unified endeavor in the field of public higher education;

(5) Set standards to be followed by the public institutions of higher education for the reciprocal acceptance of credits earned by students who transfer between said institutions;

(6) Secure, evaluate, compile and tabulate data, statistics, and information on all matters pending before or of interest to the Council, from the agencies and institutions having custody of and responsibility therefor; and these several agencies and institutions shall respond to and comply with any reasonable request of the Council for such data, statistics, and information;

(7) Develop plans and programs for interstate and regional cooperation and reciprocal agreements in higher education;

(8) Study and make recommendations regarding the coordination of State and Federal support of higher education;

(9) Make such other studies and reports concerning public higher education as the Governor or General Assembly may from time to time request.

(b) Annual report. — The Council shall submit to the Governor and to the General Assembly each year at the beginning of the session of the General Assembly, an annual report of its activities, including a report of the nature, progress or result of any studies it has undertaken or completed, together with such plans or recommendations respecting public higher education as may be appropriate.

Section 31. Institution, Board or Agency for higher education to furnish Council with copy of program, plan, or proposal.

Any institution, board or agency concerned with higher education which has functions and programs within the scope of the duties, functions, and interests of the Council, and which submits any program, plan or proposal to any official or agency of this State, shall at the same time furnish a copy of the program, plan or proposal to the Council for such recommendations as may be appropriate.

Section 32. Nature of the Council's power.

Nothing in this subtitle shall be construed as granting to the Council any power not expressly provided in this subtitle.

APPENDIX E

RESOLUTION AND POLICIES FOR COMMUNITY SERVICES MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

RESOLUTION AND POLICIES FOR COMMUNITY SERVICES

WHEREAS, the comprehensive Community College is designed to serve the needs of all the citizens residing in the geographical area served by the College;

WHEREAS, all Maryland Community Colleges presently offer community services programs; and

WHEREAS, in 1970, approximately twenty thousand Maryland citizens enrolled in courses developed by community services programs in addition to thousands of citizens who participated in and attended concerts, plays, choruses, fine arts workshops, and many other related activities sponsored by community service programs;

NOW, THEREFORE, BE IT RESOLVED, that the Maryland State Board for Community Colleges supports and offers encouragement to the Colleges for continued development and expansion of community services programs as a significant function and responsibility of the Maryland Community Colleges.

APPROVED STATE BOARD FOR COMMUNITY COLLEGES POLICIES FOR STATE PARTICIPATION IN COMMUNITY SERVICES ACTIVITIES

1. Community Services activities will be funded at the same formula level as regular credit granting courses;
2. For purposes of generating a full-time equivalent student, credit equivalent will be defined as 15 course hours equals one credit;
3. No activity will be funded from more than one State agency with State dollars;
4. Colleges must list and submit to the State Board for Community Colleges all community services activities for which State aid payment is to be requested, including the number of full-time equivalent students generated by each activity;
5. All community services activities excepting those of a recreational or an avocational nature will be funded by the State.

Resolution adopted by the
State Board for Community Colleges
January 1971

APPENDIX F

CONSTRUCTION PROCEDURES AND GUIDELINES MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

CONSTRUCTION PROCEDURES

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Separate Account by Local Authorities of State Funds 2.3.3

GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE OR REGIONAL COMMUNITY COLLEGE CONSTRUCTION PROCEDURES

The State Board for Community Colleges shall prepare a statewide plan and program for the development of community colleges, furnishing copies to the Department of State Planning and Maryland Council for Higher Education concurrently for evaluation and comment. Taking cognizance of submitted comments, the State Board for Community Colleges shall adopt the plan and program.

1. Preparation of Capital Requests and Determination of Priorities

   1.1 All Community College governing boards shall submit to the State Board for Community Colleges, before July 1, each year, their planned capital improvement projects proposed to be financed the following year and for the succeeding four years, on forms adopted by the State Board for Community Colleges. A copy of these forms shall be submitted by the State Board for Community Colleges to the Department of State Planning.

   1.2 On or before November 1 of each year, the State Board for Community Colleges shall have assigned project priorities and have prepared proposed legislation to provide for the financing of the proposed capital projects, which information shall be submitted to the Department of State Planning for review and recommendation to the Governor and the pertinent committees of the General Assembly, in accordance with the official procedure established by the Joint Budget and Audit Committee.

   1.3 After enactment of the construction loan act each year, the State Board for Community Colleges shall confirm the priorities for the several projects expected to be funded by the General Public Junior or Regional Community College Construction Loans enacted by the current legislature. This order of established priorities shall be used as a prime determinant in the statewide disbursal of the construction loan funds for which the priorities were made.

2. Administration of Financial Assistance by the State of Maryland

   2.1 Obtaining Conditional Allocation for State Funds

      2.1.1 Whenever any County or Baltimore City or one or more Counties and Baltimore City in the case of a Regional Community College desires to participate in financial assistance, the Board of Trustees for the local or Regional Community or Junior College concerned shall by Resolution to the County Commission(s), County Council(s), County Executive(s), or the Mayor and City Council of Baltimore request filing of the necessary Petition with the State Board for Community Colleges.

      2.1.2 Whenever the County Commission(s), County Council(s), County Executive(s), or Mayor and City Council of Baltimore approve the request of the Board of Trustees for the local or Regional Community or Junior College and wish to apply for a grant under the applicable Construction Loan Act, they shall file on the prescribed form a Petition with the State Board for Community Colleges, to which Petition shall be attached the comprehensive information for the proposed project.

2.1.2.1 A comprehensive project plan of the petitioning college shall be submitted to the Executive Director of the State Board for Community Colleges on forms prescribed by the State Board for Community Colleges.

2.1.2.2 The Executive Director of the State Board for Community Colleges shall make a preliminary analysis and submit to the Department of State Planning and the Maryland Council for Higher Education a copy of the comprehensive project plan together with his findings of the completeness and accuracy of the proposal and whether it is appropriately programmed and/or planned.

2.1.2.3 The Maryland Council for Higher Education shall provide recommendations which generally relate to an evaluation of the proposal in the light of plans and programs for the orderly growth and overall development of public higher education, an analysis of need, location, and the relationship of the facilities and the educational programs; and an analysis and evaluation of the effects of the proposal on the effectiveness and economical operation of the institution academically, administratively and fiscally.

2.1.2.4 The Department of State Planning, in evaluating proposals for capital improvement projects which request state funding, will determine that the projects qualify as capital improvements in accordance with Article 78A, Section 2 of the Maryland Annotated Code; review and comment on whether the projects conform to guidelines adopted by the Board of Public Works; and review the projects' relation to Federal, state and local plans and programs, including Federal funding programs.

2.1.3 After receiving the comments and recommendations from the Department of State Planning and the Maryland Council for Higher Education, the State Board for Community Colleges shall make a written finding of the fact, which shall include the comments and recommendations of the Department of State Planning and the Maryland Council for Higher Education, to the Board of Public Works through the Department of General Services in the form of a recommendation to the Board, advising which of the requests for financial assistance should be allowed and which should be denied, in accordance with recommended priorities.

2.1.4. The Board of Public Works, with whom the grant of financial assistance rests, shall approve or deny the State's participation in the financing of the project outlined in the Petition. The Secretary of the Department of General Services shall so inform the State Board for Community Colleges by a letter indicating the State's intent. The Board of Public Works certifies the allocation of State funds to the State Treasurer who makes them available to the county, counties, or city when they are needed for the approved project, with a copy of the certification of allocation of funds being sent to the Comptroller of the Treasury.

2.2 Specific Conditions for Compliance

2.2.1 The general location for each proposed community college or addition thereto shall be selected by the Board of Trustees for the local or regional Community or Junior College concerned and submitted for the approval of the State Board for Community Colleges and the State Board of Public Works, through the Department of General Services which shall seek comments and recommendations from the Department of State Planning. The comments and recommendations are to be attached to and made a part of the document submitted to the Board of Public Works. Selection and purchase of a specific site shall be according to the adopted procedures for community colleges.

Specific Site Selection Procedure

1. After the Board of Public Works has approved the allocation for the purchase of a campus site of an approximate size and a general location, the Board of Trustees of a local community college shall study the available sites and have prepared a report which ranks the available sites in order of preference. Technical data should support this ranking, including a site check list.
2. The Board of Trustees of the College may at its discretion authorize obtaining survey(s), appraisal(s), test borings, and title search(es) on one or all of the available sites as the Board of Trustees deems appropriate. State participation in such technical studies shall be limited to the study of one site.
3. The College will identify the specific tentative site selected and advise the Executive Director of the State Board for Community Colleges of its selection. Material supporting the selection of this specific site, including an analysis of alternative sites which were considered, must be submitted at this time to the Executive Director. The Executive Director will submit these documents to the State Department of General Services and the State Department of State Planning for their **confidential** review and findings.
4. The Board of Trustees of the College, when it deems it desirable, or upon written petition from the citizenry, or upon request by the county/city of Baltimore government, may conduct a public hearing. If a public hearing is held, formal minutes shall be taken and copies of these minutes shall be included as part of a formal submission to the State Board for Community Colleges.
5. The approval of a specific site shall be made in accordance with applicable local and state statutes.
6. The Executive Director of the State Board for Community Colleges will notify the College of the responses of the Department of General Services and the Office of State Planning.
7. The Board of Trustees of the College will then publicly announce its site selection and authorize negotiations with the owner(s) and the obtaining of option(s) for a particular site purchase, contingent upon the approval of the State Board of Public Works.
8. The College will request that the Executive Director of the State Board for Community Colleges obtain the approval of the State Board for Community Colleges to purchase the specific site, and subsequently forward the findings together with the option(s) and two independent appraisals for each parc to the Board of Public Works through the Department of General Services for its final approval of the specific site.
9. Should it not be possible to obtain option(s) on a specific site or portion(s) of a site, the Board of Trustees will request the Executive Director of the State Board for Community Colleges to inform the Board of Public Works that such options were not obtainable but that the Board of Trustees plans to proceed to acquire the specific site or portion(s) of the site through other means. If condemnation is subsequently necessary, the Board of Trustees will authorize that action and inform the Executive Director of the State Board for Community Colleges.
10. The Board of Public Works will not be bound to approve State participation in any judgment rendered by a jury or court in condemnation proceedings.

2.2.2 The architect for the project shall be selected by the Board of Trustees for the local or regional Community or Junior College and his name shall be submitted through the State Board for Community Colleges to the Department of General Services for approval. The appointed architect shall be under the direct contractual responsibility of the Board of Trustees for the local or regional Community or Junior College and not of the State.

2.2.2.1 Since the fees for the architect or engineer are a portion of the cost of the project, the maximum Architectural-Engineering fee used in the State contribution formula shall not exceed the current Standard State Architect-Engineer Fee Schedule.

2.2.2.2 The State Board for Community Colleges and the Department of General Services shall be furnished an executed copy of the architect or engineer agreement.

2.2.3 The development documents and current cost estimates, using Department of General Services Cost Estimate Worksheet, for each proposed project shall be recommended by the Executive Director of the State Board for Community Colleges to the Department of General Services and the Department of State Planning for review.

2.2.3.1 Before an application for construction funds will be considered, the review of the development documents by the Departments of State Planning and General Services shall be required.

2.2.4 The construction documents and current cost estimates, using Department of General Services Cost Estimate Worksheet, shall be submitted by the college involved for the approval of the Executive Director of the State Board for Community Colleges and the Department of General Services before the project is bid.

2.2.4.1 The construction documents and cost estimates are to be reviewed by the Department of General Services for approval as to the conformance with the adopted community college construction guidelines, approved development documents, the building, fire protection, and health code regulations, and the General Conditions of the Department of General Services and the State of Maryland.

2.2.5 Bids shall be be received and publicly opened at the time of published notice by the Board of Trustees for the local or regional Community College(s). The State Board for Community Colleges and the Department of General Services shall be duly notified of the date, time and place of bid openings. Contractors' proposal shall include separate information such as cost of site work, outside utilities and built-in equipment. This information shall be included on the bid tabulation submitted to the Department of General Services.

2.2.5.1 The Board of Trustees for the local or regional Community or Junior College shall submit a tabulation of the bids, with comments and recommendations through the State Board for Community Colleges to the Department of General Services, prior to the award of the contract. The bids shall be reviewed by the Department of General Services and reported to the Board of Public Works with all prior comments and recommendations. The award of contract is subject to the approval of the Board of Public Works.

2.2.6. Upon approval of award of the contract by the Board of Public Works, the Department of General Services shall notify the State Board for Community Colleges which shall then notify the local or regional Board of Trustees.

2.2.7 The State Board for Community Colleges and the Department of General

Services are to be furnished a copy of the contract and a copy of any change orders.

2.2.7.1 After award of contract the contractor's itemized breakdown of costs shall be at least as detailed as shown on Form for Cost Breakdown for Progress Payments, DGS Form 28-A, and submitted to Department of General Services by the State Board for Community Colleges.

2.2.7.2 A change order shall be accompanied by a cost summary showing whether the State of Maryland's portion of the additional cost is within the approved allocation of State funds.

2.2.7.3 A summary of all committed project funds, including change orders, within the approved allocation of State funds shall be submitted to the Board of Public Works prior to final accounting for approval as far as State participation is concerned.

2.2.8 When a project includes or consists of movable equipment, a list of initial capital equipment, as defined in the Department of State Planning's "Instructions for the Preparation and Submission of Capital Project Requests," which is necessary to place the plant in operation and which has a normal life expectancy in excess of the life (15 years) of the bonds financing this construction, shall be submitted to the State Board for Community Colleges for review in conjunction with the Department of State Planning. All reviewed capital equipment contracts shall be approved by the Board of Public Works. Only approved purchase contracts will be considered when calculating local expenditures for compliance with the matching provisions of the Construction Loan Act. Whenever appropriate, provisions will be made for competitive bidding.

2.3 Disbursal of State Funds

2.3.1 Before any state funds are disbursed, the State Board for Community Colleges shall certify to the Comptroller of the Treasury that the local share of the project's cost will be available.

2.3.2 The State Board for Community Colleges shall make arrangements with the Comptroller of the Treasury as to the actual mechanics for obtaining the State funds for these projects.

2.3.3 Any funds allocated and paid to the governing body of a county, counties or Baltimore City shall be kept in a separate account and from time to time said governing body shall submit reports as prescribed by the State Board for Community Colleges, showing payments from such funds for public junior or community college or regional community college construction.

2.3.4 The State Treasurer shall upon warrant of the State Comptroller, make payments to the county, counties, or Baltimore City on proper transmittal lists prepared by the State Board for Community Colleges. The transmittal lists shall be forwarded to th[illegible] Comptroller for payment.

Approved by
Board of Public Works
State of Maryland
January 1972

SPACE ALLOCATION GUIDELINES FOR CONSTRUCTION PROJECTS

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STATE OF MARYLAND
STATE BOARD FOR COMMUNITY COLLEGES

SPACE ALLOCATION GUIDELINES FOR THE ADMINISTRATION AND DEVELOPMENT OF CONSTRUCTION PROJECTS FOR THE PUBLIC JUNIOR OR COMMUNITY COLLEGES IN THE STATE OF MARYLAND

In addition to the procedures as adopted by the Board of Public Works on January 5, 1972, these guidelines, adopted by the Board of Public Works on February 3, 1972, are to be used for the determination of the capital funding by the State for specific projects.

PART A. — Facilities for Which State Financing is Unavailable

1. Game rooms, recreation rooms, and ballrooms
2. Residence halls and faculty housing
3. Facilities for research not related to instruction
4. Stadiums, field houses or arenas, including indoor track and field facilities
5. Temporary outdoor seating
6. Parking garages
7. Temporary parking lots except for those surfaced with stone, gravel or other aggregate

The above restrictions shall not preclude the option of the local authority from financing those facilities or portions thereof not eligible for State financial assistance.

PART B. — Space Guidelines

1. Fundamental Principles

1.1 These guidelines are for determining needs which require capital funding by the State. These capital requirements (or computed needs) guidelines are not to be used to architecturally design a specific space or facility. Any space architecturally designed, however, must fall within the computed needs developed by these capital requirements guidelines.

1.2 Normally, projects shall be planned using a five-year enrollment projection. For specialized or unique facilities, such as libraries, gymnasiums, and auditoriums, a ten-year projection shall be used.

1.3 Full-time day (8 a.m. to 5 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted.

1.4 The full-time day equivalent count for each college is to be determined and certified by the Executive Director of the State Board for Community Colleges using each college's program and weekly student contact hours to make the determination.

1.5 Daytime weekly student contact hours (WSCH) are to be used to compute classroom, laboratory, and gymnasium space needs. Such WSCH shall be certified by the Executive Director of the State Board. Except for pre-requisite courses, no non-credit contact hours are to be allowed in computing space. Only "on-campus" hours are valid.

1.6 Enrollment projections used by the colleges in applying these guidelines must be in accord with those agreed to by the State Board for Community Colleges and the Maryland Council for Higher Education (MCHE).

1.7 Office space shall be based on the count of full-time faculty equivalent, full-time administrators, and full-time staff as determined and certified by the Executive Director of the State Board. Librarians and library staff are not counted, as library office space is included in the guidelines for study space.

1.8 Categories of spaces with identifying code numbers and definitions shall conform to the MCHE "Facilities Classification and Inventory Procedures Manual."

1.9 Abbreviations, Definitions and Notes

(1) WSCH — Weekly student contact hours for day students in credit or prerequisite courses only.

(2) FTEF — Full-time Equivalent Faculty: All full-time faculty plus 25% of all part-time faculty. Does not include librarians.

FT Staff — All full-time administrators and all full-time staff which require office space. Does not include library staff.

(3) FTDE — Full-time day equivalent students. Determined by dividing the total day WSCH for prerequisite or credit courses by the average contact hour load carried by day students earning credits.

(4) BVE — Bound Volume Equivalent. Recommend 20,000 BVE for first 1,000 FTE and 1,000 BVE for every 100 FTE above 1,000.

(5) Note — Min. size Gymnasium Facility — 15,000 net sq. ft. (no pool). Acceptable pool size — 7,000 net sq. ft. max.; must be justified.

(6) Note — No provision made for TV.

(7) Note — Includes space for TV when justified.

(8) Note — 400 net sq. ft. allowable, if FTDE count is too low.

(9) Note — 800 net sq. ft. allowable if FTDE count is too low.

(10) Note — 700 net sq. ft. terminal maximum allowable.

(11) Note — 2,000 net sq. ft. center maximum allowable.

(12) Note — 2,500 net sq. ft. center maximum allowable.

(13) Note — 3,000 net sq. ft. maximum allowable.

(14) Note — 4,500 sq. ft. maximum allowable.

(15) Note — 5,200 net sq. ft. maximum allowable.

1.10 COMMUNITY COLLEGE CAPITAL REQUIREMENTS GUIDELINES

			Space Factor by Size of FTDE Enrollment			
MCHE Code	Space	Base	Under 1,000	1,000 to 2,499	2,500 to 4,900	5,000 and up
100	CLASSROOM	WSCH [1]	.90	.84	.83	.76
200	LABORATORY	WSCH	4.00	3.57	3.41	3.26
300	OFFICE	FTEF [2] & FT Staff	140.00	140.00	140.00	140.00
400	STUDY (Libraries, etc)	Total		see subsections		
410	Seating	FTDE [3]	6.25	6.25	6.25	6.25
420	Stack	BVE [4]	.10	.10	.10	.10
440-455	Processing	Sum of 410 plus 420	.25	.25	.25	.25
500	SPECIAL USE			see subsections		
520	Physical Educ.	WSCH	11.00 [5]	11.00 [5]	11.00	10.00
530	A-V, Radio, T.V.	FTDE	.80 [6]	.90 [7]	.90 [7]	.90 [7]
600	GENERAL USE			see subsections		
610	Assembly	FTDE	AD HOC	3.70	2.20	2.20
620	Exhibition	FTDE	1.00	.50	.40	.30
630	Food Facilities	FTDE, F.T. Faculty & F.T. Staff	3.00	3.00	3.00	3.00
640	Health Suite	FTDE	.50 [8]	.21 [8]	.21	.20
650	Student Lounge	FTDE	1.50	1.50	1.50	1.50
660	Merchandising Facilities	FTDE	.50 [9]	.50 [9]	.50	.50
700	SUPPORT			see subsections		
710	Data Processing	FTDE	AD HOC	.30 [10]	.50 [11]	.30 [12]
720	Shop	FTDE	.50	.60	.50	.40 [13]
730	Storage	FTDE	.75	.90	.78	.60 [14]
740-790	All Other	FTDE	3.00	1.60	.90	.70 [15]

Explanation of Factor Development

1.11 The elements for computing the space factor used for determining space needs for classrooms, laboratories and physical education are the net assignable square feet per student station (n.a.s.f./s.s.), the number of hours in a 45 hour week the space should be used (hrs./wk.) and the percent of student occupancy of the room when space is in use. These elements are expressed in the formula:

$$\text{Space factor} = \frac{\text{n.a.s.f./s.s.}}{\text{hrs./wk.} \times \text{\% occupancy}}$$

100 — Classroom Facility

The station size was developed by using a weighted average of station sizes from 20 n.a.s.f./s.s. for small seminar rooms to 12 n.a.s.f./s.s. for lecture halls. To this average (16 n.a.s.f./s.s.) was added 2% for service areas resulting in a station size of 16.3.

The hours of use ranged from 30 hrs. per week in small colleges to 33 hrs./wk. in the largest colleges.

The percent of student occupancies ranged from 60% for small colleges to 65% for the largest colleges.

Specific figures for each size group of colleges are:

Under 1,000 FTDE — 16.3 ÷ (30 × .6) = .90
1,000 to 2,499 — 16.3 ÷ (31 × .625) = .84
2,500 to 4,999 — 16.3 ÷ (32 × .625) = .83
5,000 and up — 16.3 ÷ (33 × .65) = .76

200 — Laboratory Facility

To determine a composite station size, weighted average of transfer program and technical program types of laboratories was computed which gave a composite of 48 n.a.s.f.

To this was added 20% for service and 4% for individual labs, making a total composite station size of 60 n.a.s.f.

The hours of use ranged from 20 per week for small colleges to 23 per week for the largest schools.

The percent of student occupancy used was 75% for the smallest group and 80% for all others.

Specific figures for each size group of colleges are:

Under 1,000 FTDE — 60 ÷ (20 × .75) = 4.0
1,000 to 2,499 — 60 ÷ (21 × .80) = 3.57
2,500 to 4,999 — 60 ÷ (22 × .80) = 3.41
5,000 and up — 60 ÷ (23 × .80) = 3.26

300 — Offices

The allowance of 140 n.a.s.f. per individual requiring office space was adopted to cover all space required for faculty offices, administrative offices, clerical offices, file rooms, mimeograph rooms, vaults, conference rooms, waiting rooms, interview rooms, closets, private toilets, record rooms and office supply rooms.

Centralized mimeograph or print shops and librarian office space were not included.

400 — Study

This category includes library and learning resources centers. Space determination formula followed American Library Association (ALA) recommendations. Seating station size is 25 n.a.s.f. which when multiplied by seating for 25% of the FTDE produces a seating factor of 6.25 (25 × .25).

The size of the stack space is determined by allowing .1 n.a.s.f. per bound volume equivalent (BVE) with a library of 20,000 BVE recommended for the first 1,000 FTE and 1,000 BVE per 100 FTE thereafter although no ceiling on volume count is mandatory.

The processing, service and staff spaces including librarian offices are determined as a group by taking 25% of the combined seating and stack space.

The total space for library is found by adding the space computed for seating, stack and service.

500 — Special Use Facilities

520 — Physical education — For all but the largest colleges, the elements for computing the space needs are 250 square feet per station, 30 hours per week and 75% occupancy. For the largest colleges, 80% occupancy was used.

Recognizing that WSCH's for smaller colleges could not generate enough space needs to equal the very large station size, a minimum size facility of 15,000 n.a.s.f. for the gymnasium including game courts, multi-use rooms, locker, shower, towel, first aid, dressing, and equipment supply rooms was included in the Guidelines. A 6 lane swimming pool of 7,000 n.a.s.f. maximum was incorporated as a separate requirement which must be fully justified to be funded.

It is to be noted that service is included in the 250 n.a.s.f. station size.

530 — Audio-Visual, Radio, TV and Service

The factor is based on the relation of the FTDE to a maximum model facility for each size group, e.g. for a small college, a facility which includes no space for TV should not require more than 800 n.a.s.f. or for a medium-large size college, no more than 4,500 n.a.s.f. including a TV studio. Obviously, all such facilities need full justification regardless of the size of the college.

600 — General Use Facilities

610 — Assembly — This factor is related to the maximum size assembly or auditorium facility for the size of the college. In the case of the small (under 1,000 FTDE) college, there is no factor, as constructing an assembly facility would have to be on an "ad-hoc" basis with ample justification. In other size groups, a justified assembly space would have up to 500 seats of 9,300 maximum n.a.s.f. for up to 2,500 FTDE; and up to 800 seats of 11,000 n.a.s.f. maximum for more than 2,500 to 5,000 FTDE. The size of enrollment in colleges of 5,000 FTDE or more would require an auditorium of at least 11,000 n.a.s.f.

620 — Exhibition — These factors are based on 1% of the combined instructional spaces on campus or the sum of space developed for categories 100 through 500.

630 — Food facilities — This factor is based on a station size of 21 n.a.s.f., 45% of the FTDE students plus full-time faculty and full-time staff and a 3.2 times turnover rate.

640 — Health facilities — The factor is based on a model suite consisting of 1 bed — 100 n.a.s.f. and 1 examining room — 160 n.a.s.f. per 2,500 FTDE students with 2 beds and an examining room for the next 2,500 FTDE. To this space would be added office space as computed per category 300.

650 — Student lounge facilities — The factor for this category is based on a station of 15 n.a.s.f. and 10% of FTDF occupying the space.

660 — Merchandising facilities — This category is provided in order to allow for the allocation of space for student book stores for the sale of instructional materials only.

700 — Support

710 — Data Processing — The factors were developed from models of 700 n.a.s.f. for a D.P. terminal, and 2,000 to 2,500 n.a.s.f. for computer centers.

Small colleges would have space computed on an ad-hoc basis.

720 — Shop — These factors are developed from maximum sizes per enrollment group required for shop space. The range by college group sizes is: Under 1,000 FTDE — 500 n.a.s.f.; 1,000 to 2,499 — 1,500 n.a.s.f.; 2,500 to 4,999 — 2,500 n.a.s.f.; 5,000 and over — 3,000 n.a.s.f.

730 Storage — These factors are developed from maximum sizes per enrollment group required for central storage. The range by college group sizes is: Under 1,000 FTDE — 750 n.a.s.f.; 1,000 to 2,499 — 2,250 n.a.s.f.; 2,500 to 4,999 — 3,900 n.a.s.f.; 5,000 and over — 4,500 n.a.s.f.

740 through 790 — Other — These factors are developed from maximum sizes per enrollment group of combined other spaces. The range by college group sizes is: Under 1,000 FTDE — 3,000 n.a.s.f.; 1,000 to 2,499 — 4,000 n.a.s.f.; 2,500 to 4,999 — 4,500 n.a.s.f.; and over 5,000 — 5,200 n.a.s.f.

Part C. — Design Criteria

2.1 Building design shall comply with the current BOCA Building Code as a minimum requirement, meet the fire protection requirements of NFPA Code 101, and comply with state regulations governing construction of facilities for the handicapped.

2.1.1 Food handling and sanitation facilities shall comply with regulations of the local health department.

2.1.2 Architects and consultants shall establish and maintain early coordination with the State Fire Marshal so that the design is economically compatible with fire protection requirements.

2.1.3 Site clearing and grading shall comply with the requirements for sediment and erosion control of the state.

2.1.4 Building design and construction shall further comply with all local building codes and ordinances.

2.2 The efficiency factor (gross area divided by assignable space) shall be as low as possible, preferably 1.5 — 1.67, depending on building use. Gross area is the sum of assignable and non-assignable areas. (See Appendix E of **Higher Education Facilities Classification and Inventory Procedures Manual).**

2.3 Construction shall not be extravagant in design, function, or use of materials.

2.4 Exterior wall perimeter shall be minimized by compactness of plan.

2.4.1 Use an economical building shape.

2.4.2 Avoid the use of interior courts, small appendages, sawtooth and skewed walls, cantilevered construction, and irregular complex building configurations.

2.5 Building plan and construction should be developed to minimize the use of sprinkler systems.

2.6 Generally, exterior masonry walls shall be cavity walls, except for utility type buildings, and should be insulated in air conditioned buildings.

2.7 Avoid the use of balconies, decks, and terraces.

2.8 Exterior window treatment should be minimized.

2.8.1 Avoid large expanses of glass.

2.8.2 Avoid the use of clerestory windows and monitor skylights.

2.9 For flat or level roofs, it is recommended that roof surfaces slope a minimum of ⅛″ per foot to roof drains. Parapet walls should be avoided.

2.10 The use of terrazzo, quarry tile, brick, stone, ceramic tile, etc. for finished floors or paving should be limited to those areas requiring special treatment.

2.10.1 Floor finish shall generally be vinyl asbestos tile. In utility areas hardened concrete floors are recommended.

2.10.2 Carpeting shall only be used in libraries or other large open planned instructional areas. Where acoustically required, it may be used in music practice rooms.

2.11 Generally, room wall surfaces shall be painted. The use of special wall surfaces—glazed units, ceramic tile, glazed coating systems, brick, vinyl fabric, wood paneling, shall be limited to those areas requiring special treatment, i.e., kitchens, toilet rooms, lobbies, gymnasiums, swimming pools, corridor wainscots.

2.12 Materials and construction systems should be selected which are durable, appropriate and easy to maintain.

2.13 Air conditioning shall be provided only for those spaces which are used year-round.

2.14 All equipment shall be installed to be readily accessible for maintenance.

2.15 Swimming pools shall be of rectangular shape, intercollegiate size, six or eight lanes wide.

2.16 List of items ineligible for state funding:

2.16.1 More than minimal stage lighting.

2.16.2 Outdoor lighting of athletic facilities.

2.16.3 Decorative pools and fountains.

2.16.4 Draperies.

2.16.5 Murals, sculpture or other artwork.

2.16.6 Planter boxes.

2.16.7 Extensive areas of brick or stone paving.

2.16.8 Fees or other costs in connection with items or projects excluded from State participation, and the proportional areas of a building which exceeds the efficiency factor cited in "C-2.2."

3.1 The guidelines in Sections B and C enumerated above are not fixed standards and may be subject to modifications where fully justified. The guidelines will be used by the Department of State Planning, the Department of General Services, and the State Board for Community Colleges in evaluating both long range planning and individual construction projects.

Approved by
Board of Public Works
State of Maryland
February 1972

APPENDIX G

STATISTICAL DATA RELATING TO PRIVATE JUNIOR COLLEGES IN MARYLAND

STATISTICAL DATA RELATING TO PRIVATE JUNIOR COLLEGES IN MARYLAND

During the 1972-73 academic year there were three private junior colleges in Maryland authorized to grant the associate degree: Bay College of Maryland, operating in leased facilities in Baltimore; Ocean City College, housed in leased quarters in Ocean City; and Villa Julie College in Stevenson. The total enrollment for the three institutions was 812 in January 1973. The following data were submitted by each institution in response to a request by the State Board for Community Colleges.

Bay College of Maryland
1106 North Charles Street
Baltimore 21201

1. Number of present buildings and their designations.
   One building for classrooms, library, and offices (leased).
2. Gross square footage of the buildings.
   13,264
3. Number of current students and current programs.
   351 Accounting
   Business Administration
   Computer
   Environmental Science
   Fashion
   Secretarial
   Liberal Arts
4. Number of students that could be accommodated (day basis only).
   600
5. Buildings planned in next ten years, by year.
   Unknown at present.
6. Gross square footage of future buildings.
   Unknown at present.
7. Programs to be housed in future buildings.
   Unknown at present.
8. Day students to be accommodated.
   Unknown at present.
9. Will you be applying for federal funds?
   Yes.
10. If the answer to No. 9 is Yes, please show the approximate amount requested for each building and year request will be made. Both amount and date will be approximate.
    Unknown at present.

Ocean City College
P.O. Box L
Ocean City 21842

1. Number of present buildings and their designations.
   Temporary, leased facilities house all classrooms and offices.
2. Gross square footage of the buildings.
   40,000

3. Number of current students and current programs.

   192 Business Liberal Arts
   Environmental Science Real Estate

4. Number of students that could be accommodated (day basis only).

   100

5. Buildings planned in next ten years, by year.

   1973-74 Learning Resources Center
   Classrooms
   Laboratories
   Offices
   Student Center
   Maintenance
   1974-75 Dormitories
   1975-76 Marina
   Offices
   1976-77 Classrooms
   Laboratories
   Physical Education Center
   Offices
   1977-78 Maintenance
   Dormitories
   1978-79 Classrooms
   Offices
   Laboratories

6. Gross square footage of future buildings.

   109,200

7. Programs to be housed in future buildings.

   Aerospace
   Business
   Environmental Science
   Hotel-Motel Management
   Law Enforcement
   Liberal Arts

8. Day students to be accommodated.

   293

9. Will you be applying for federal funds?

   Yes

10. If the answer to No. 9 is Yes, please show the approximate amount requested for each building and year request will be made. Both amount and date will be approximate.

1973-74	$382,500	1976-77	$420,600
1974-75	270,000	1977-78	273,600
1975-76	51,000	1978-79	134,700

Villa Julie College
Greenspring Valley Road
Stevenson 21153

1. Number of present buildings and their designations.

   Five

   Founders Hall — Classrooms, Science and Secretarial Laboratories, College Store, Office of Admissions

   Student Center — Multi-purpose room, Lounge and food service areas, Locker Room, Lecture Hall, Student Personnel Offices

Cuvilly Hall — Child Development Center, Secretarial Laboratories
Art Wing — Art studios and Gallery
Learning Center — Library, Inscape Theatre, Classrooms, Administration Wing

2. Gross square footage of the buildings.
   72,696

3. Number of current students and current programs.
   269
   Business/Legal Secretarial
   Child Study
   Liberal Arts
   Medical Secretarial

4. Number of students that could be accommodated (day basis only).
   500-600

5. Buildings planned in next ten years, by year.
   Year uncertain Model Child Development Center
   Year uncertain Swimming Pool/Gymnasium Complex

6. Gross square footage of future buildings.
   Undetermined at this point.

7. Programs to be housed in future buildings.
   Business Administration
   Medical Laboratory Technician
   Medical Record Technician
   Paralegal
   Fine Arts: Art Concentration
   Fine Arts: Drama Concentration

8. Day students to be accommodated.
   225

9. Will you be applying for federal funds?
   Yes

10. If the answer to No. 9 is Yes, please show the approximate amount requested for each building and year request will be made. Both amount and date will be approximate.
    Undetermined at this point.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 11 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION